

Guide to Test Interpretation

Grades 3, 6, and 8

Fall 2002

School Year 2002–2003

ISTEP+

Indiana Statewide Testing
For Educational Progress

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A Message from Dr. Suellen Reed

February 2003

Dear Educators:

The *Guide to Test Interpretation* holds special importance this year. The tests administered in fall 2002 represent a new generation of Indiana's assessment system. Understanding and communicating the results to educators, parents, students, and community members accurately and meaningfully are crucial to success. There are some major changes in this year's test results.

- We have new cut scores.
- We have two cut scores that result in three groups of student performance.
- The categories are Pass+, Pass, and Did Not Pass.

We will continue to use scale scores as in the past.

The fall 2002 administration of *ISTEP+* measured the performance of Indiana's students in Grades 3, 6, and 8 against Indiana's highly acclaimed Academic Standards. The standards are clear, concise, and jargon-free, and they are clearly more rigorous than those on which assessments were based in past years. In addition to parent/student and teacher's editions of the standards, Curriculum Frameworks have been made available to educators to support their classroom activities.

The 2002 test data will serve as the baseline for Indiana in meeting the mandates contained in *The No Child Left Behind Act of 2001*—having 100 percent of students proficient in English and mathematics by the year 2013–2014. This intensifies the need to interpret the test data thoroughly and accurately. Further, students' weaknesses and strengths as identified by the test results should serve as the basis for making reasoned instructional decisions about individual students.

Many activities may occur at the local level with the release of this base data. Program evaluations, research-based activities, and a strong communication effort within both your school buildings and school communities can help facilitate improvement. Emphasizing the significance of this data and fostering the involvement of parents and stakeholders in a continuous improvement model will help you move farther and faster toward the goal of 100 percent proficiency by 2013–2014.

We are moving toward implementation of an annual testing system in English and mathematics in all grades from Kindergarten through Grade 10, and 2002 test results will provide the baseline benchmarks against which future progress will be assessed.

That gives you an idea of the job ahead. That is why so much importance is attached to this testing program you are administering this year. It is important that you understand the significance of this *Guide to Test Interpretation*, and important that you communicate with other educators, parents and families, students, and community members. What students and educators do this year will set the course for future assessments in every Indiana classroom.

Sincerely,



Dr. Suellen Reed
Superintendent of Public Instruction

Contents

Understanding <i>ISTEP</i>+ Test Results	7
The <i>ISTEP</i> + Testing Program	9
Criterion-Referenced Scores	12
Norm-Referenced Scores	15
Summary Score Information	19
Reports for Teachers	21
• Student Report	21
• Class Proficiency Grouping Report	26
• Proficiency Roster	28
• Class Academic Standards Report	30
• Undetermined Status Roster	32
• <i>ISTEP</i> + Label	33
• NRT Student Report	34
• Class Record Sheet with TCS/2	36
Reports for the School Administrator	39
• Proficiency Roster	40
• School Proficiency Performance Summary	42
• Disaggregation Summary Report	44
• Applied Skills Frequency Distribution	46
• Evaluation Summary Report with TCS/2	47
Reports for the Corporation Administrator	51
• Corporation Proficiency Performance Summary	51
• Academic Standards Summary	54
• Group Academic Standards Summary	56
• Disaggregation Summary Report	58
• Applied Skills Frequency Distribution	60
• Undetermined Status Roster	62
• Academic Standards Frequency Distribution	64
• Evaluation Summary Report with TCS/2	65
Reference	69
Glossary	69
Sample Letter to Parents	73

NOTE: The values used in the reports in this guide were selected before the cut scores were determined and may be very different from the actual values.

Understanding *ISTEP+* Test Results

ISTEP+ report forms

This guide will help you understand *ISTEP+* test results and report forms in order to apply the results toward the goal of improving educational opportunities for students. This guide will also help you to be better prepared to answer questions from parents, students, and other members of the educational community regarding *ISTEP+* results. Toward this end, a Sample Letter to Parents is included at the end of this guide for your use.

Each *ISTEP+* report is designed to present clearly the information most useful to you and to parents. The audience and student populations included in each of the *ISTEP+* reports are listed below.

<i>ISTEP+</i> Report Information				
Report	Number of Copies	Student Population A	Student Population B	Student Population C
For Teachers				
Student Report	3	✓	✓	✓
Class Proficiency Grouping Report (Grades 3 and 6 only)	1	✓	✓	✓
Proficiency Roster	1	✓	✓	✓
Class Academic Standards Report	1	✓	✓	✓
Undetermined Status Roster	2	✓	✓	✓
<i>ISTEP+</i> Label	1	✓	✓	✓
NRT Student Report	2	✓	✓	✓
Class Record Sheet with TCS/2	2	✓		
For School Administrators				
Proficiency Roster	1	✓	✓	✓
School Proficiency Performance Summary	1	✓	✓	✓
Disaggregation Summary Report	1	✓	✓	✓
Applied Skills Frequency Distribution	1	✓	✓	✓
Evaluation Summary Report with TCS/2	1	✓		
For Corporation Administrators				
Proficiency Roster (school)	1	✓	✓	✓
School Proficiency Performance Summary	1	✓	✓	✓
Disaggregation Summary Report (school)	1	✓	✓	✓
Corporation Proficiency Performance Summary	2	✓	✓	✓
Academic Standards Summary (corporation)	2	✓	✓	✓
Group Academic Standards Summary (corporation)	2	✓	✓	✓
Disaggregation Summary Report (corporation)	2	✓	✓	✓
Applied Skills Frequency Distribution (school/corporation)	1 each	✓	✓	✓
Undetermined Status Roster	1	✓	✓	✓
Academic Standards Frequency Distribution	1	✓	✓	✓
Evaluation Summary Report with TCS/2 (school)	1	✓		
Evaluation Summary Report with TCS/2 (corporation)	2	✓		

A Regular Education students and those Special Education students determined by their case conference committee to be fully eligible for the *ISTEP+* program.

B Population **A** students who have been administered the assessments with special accommodations.

C Retest Population—Scores are aggregated separately from all other students.

Copies of student answers to the constructed-response items, as they appeared in the Applied Skills Assessment Book I test books, will be returned to the teachers for their assistance in reviewing the students' performance. The teacher may use these papers, in conjunction with information in the *Teacher's Scoring Guides*, to assist in further evaluating a student's strengths and needs. Three copies of the Student Report are included in the score report package. One copy is in a folder marked Image Print. This copy is to be used with the student's imaged responses to the Applied Skills Assessment.

The *ISTEP+* score reports are packaged by class and school, and they are shrink-wrapped to prevent damage during handling. Student reports for Braille tests are shipped separately.

Before you can interpret and apply the information in the reports, you must understand the meaning of the scores presented. Also, there are changes to the reports for students in Grades 3, 6, and 8. Please review the information in the next four sections. A glossary is also provided for you at the end of this guide.

When you are confident in your understanding, read the section that describes how to interpret *ISTEP+* reports and how best to apply test results in your job.

Note: For *ISTEP+* Fall 2002, the administration of the NRT and TCS/2 was optional at all grade levels. Please keep in mind when reviewing reports whether or not your corporation administered these tests.

The *ISTEP+* Testing Program

What can you learn from *ISTEP+*?

Taxpayers, parents, and educators ask many questions about instructional programs as Indiana strives to build a brighter future by providing the best possible education for its young people. Questions such as the following are commonly asked:

“Are all of our students attaining the skills they need to succeed?”

“What kind of individual instruction would help my child?”

ISTEP+ provides information that will help you answer such questions and support the instructional choices you make for your students. *ISTEP+* reports can quickly show you the following:

- To what extent an individual student has mastered Academic Standards in the English/language arts and mathematics content areas.
- To what extent the students in your classroom, school, and corporation as a group are attaining mastery of Academic Standards.
- Where the students in your class, school, or corporation are relative to the Indiana Academic Standards established by the State Board of Education (see page 12 for performance level definitions).

In addition, corporations have the option to administer a norm-referenced test as part of *ISTEP+*. The norm-referenced scores compare student performance with that of other students nationwide. They show where students stand in relation to their peers. See pages 15 through 18 for a discussion of norm-referenced scores.

The *ISTEP+* Testing Program

The following table lists the *ISTEP+* reports and the type of score each provides.

<i>ISTEP+</i> Reports	<i>ISTEP+</i> Results by Report	
	Criterion-Referenced Indiana Academic Standards Scores	Norm-Referenced National Achievement Scores (Optional)
For Teachers		
Student Report	✓	
Class Proficiency Grouping Report*	✓	
Proficiency Roster	✓	
Class Academic Standards Report	✓	
Undetermined Status Roster	✓	
<i>ISTEP+</i> Label	✓	✓
NRT Student Report		✓
Class Record Sheet with TCS/2		✓
For School Administrators		
Proficiency Roster	✓	
School Proficiency Performance Summary	✓	
Disaggregation Summary Report	✓	
Applied Skills Frequency Distribution	✓	
Evaluation Summary Report with TCS/2		✓
For Corporation Administrators		
Proficiency Roster (school)	✓	
School Proficiency Performance Summary	✓	
Disaggregation Summary Report (school)	✓	
Corporation Proficiency Performance Summary	✓	
Academic Standards Summary (corporation)	✓	
Group Academic Standards Summary (corporation)	✓	
Disaggregation Summary Report (corporation)	✓	
Applied Skills Frequency Distribution (school/corp)	✓	
Undetermined Status Roster	✓	
Academic Standards Frequency Distribution	✓	
Evaluation Summary Report with TCS/2 (school)		✓
Evaluation Summary Report with TCS/2 (corporation)		✓

*Grades 3 and 6 only

New Reporting for Grades 3, 6, and 8

A new *ISTEP+* was administered in fall 2002 for Grades 3, 6, and 8 based on the Indiana Academic Standards. Whenever a new test is administered, new cut scores and performance levels must be determined. The cut score setting process was implemented with a diverse committee of educators representing many important groups in Indiana. During this process, participants established cut scores by engaging in a structured conversation that includes discussion of content standards, performance levels, the test, and expectations for student performance.

Cut Scores and Performance Levels

New federal legislation, No Child Left Behind, requires that student achievement be reported in terms of at least three performance levels. One of these performance levels is designated as the proficient level. Each state must determine the number of performance levels to use as well as the meaning associated with those levels. The *ISTEP+* test scale is divided into three performance levels using two cut scores. The cut score is the score that separates the performance levels. Based on their *ISTEP+* scale score, students are placed into one of three performance levels: Did Not Pass, Pass, and Pass+. For Indiana students, the performance level labeled “Pass” is the proficient level.

The Purpose of Performance Levels

Each performance level has a descriptor: a description of what students can do in terms of the content and skills measured by *ISTEP+*. By examining the descriptor for a level in which a student has been placed, teachers, parents/guardians, and the student can gain an understanding of the student’s current knowledge of a particular content area. Performance level information can be used to help plan individual instructional goals for the student.

Vertical scale

In fall 2002, students in Grades 3–10 in Indiana participated in a vertical scale study by taking a test called *INVeST*. The purpose of the study was to create a single, continuous scale that would allow comparison of student scores across grade levels and provide measures of growth. For each content area, English/language arts and mathematics, a scale directly related to the level of skill and difficulty of content was created. As a student progresses from one grade to the next acquiring greater skill and knowledge, so does that student progress up the vertical scale, receiving higher scale scores.

Criterion-Referenced Scores

What is a Criterion-Referenced Score?

Criterion-referenced scores indicate where a student stands in relation to the established Indiana Academic Standards. The most valuable application of criterion-referenced information is to identify a student’s strengths and needs and to plan appropriate instruction.

Criterion-referenced scores are presented by Academic Standards within each content area, as follows:

Criterion-Referenced Score Categories		
Domain	English/language arts	Mathematics
Academic Standards	3.1 Reading Vocabulary	3.1 Number Sense
	3.2 Reading Comprehension	3.2 Computation
	⋮	⋮
	⋮	⋮

Indiana Academic Standards

To promote student academic achievement, the State Board of Education has adopted challenging standards. A student who scores in the PASS or PASS+ performance levels meets or exceeds the cut scores in English/language arts or mathematics. A student who scores in the DID NOT PASS performance level may require remedial assistance in order to be successful at the current grade.

In addition, an UNDETERMINED category is reported for any student whose *ISTEP+* scores for English/language arts and/or mathematics are incomplete (i.e., all or part of a test was not taken or was considered invalid by the examiner).

Academic Standards scores

Indiana's Academic Standards are listed by subject on the Student Report, the Class Academic Standards Report, the Academic Standards Summary, and the Group Academic Standards Summary.

The Indiana Performance Index (IPI) is used to indicate a student's performance on the Academic Standards. This is a statistical value that reflects the number of items a student would have answered correctly if the student had responded to 100 items like the ones actually on the test. It is a better measure of the student's performance than a simple percentage of correct answers to a small number of questions.

On the Student Report, next to each Academic Standard, the Student Score is shown, along with the Passing Score for a student at the standard, and the difference between the two scores.

The Class Academic Standards Report indicates whether students have mastered each Academic Standard. Symbols appear on this report indicating: 1) mastery, 2) non-mastery, 3) if there were too few score points to assess mastery conclusively, and 4) if a subtest was omitted or invalid. Mastery of an Academic Standard indicates that the student achieved an IPI that is equal to or greater than the IPI for a student at the standard.

The corporation Academic Standards Summary provides a summary of students' performance for all schools in the corporation.

Note: All sample reports shown in this guide contain simulated data only.

Item Response Theory

Item Response Theory (IRT) refers to the theory underlying a family of statistical models. These models describe the behavior of test questions and examinees. For the *ISTEP+* tests, two models are used. One is used for the multiple-choice test questions, and another is used for the constructed-response test questions.

The two models are used in combination with test data to characterize test questions and generate student scale scores. Both models use the data to determine how difficult each test question is and how well each question accurately identifies students who do and do not have the skill being tested by the questions. The multiple-choice model also describes the degree to which students can guess the correct answer to each question.

The statistical characteristics of the test questions can affect a student's total test score (scale score). The correct answer to a question that accurately identifies skilled students typically will carry more weight than the correct answer to a question that does not discriminate as well between students' skill levels. Greater weight is given to a more discriminating question because it is a better measure of the skill.

Criterion-Referenced Scores

The combination of test questions that students answer correctly can also affect their scale score. Let's say that both Student A and Student B correctly answered 9 out of 20 test questions. Of the nine questions, Student A correctly answered six that were easy and three that were hard. In contrast, Student B correctly answered nine easy questions. It is likely that Student A would receive a higher scale score than Student B because he or she correctly answered a few more difficult questions. Therefore, Student A would be estimated to be slightly more knowledgeable than Student B.

Sample Letter to Parents

To help the teacher explain the *ISTEP+* reports to parents, a Sample Letter to Parents is provided at the end of this guide. You may duplicate or edit the letter to make it appropriate for your use.

Norm-Referenced Scores

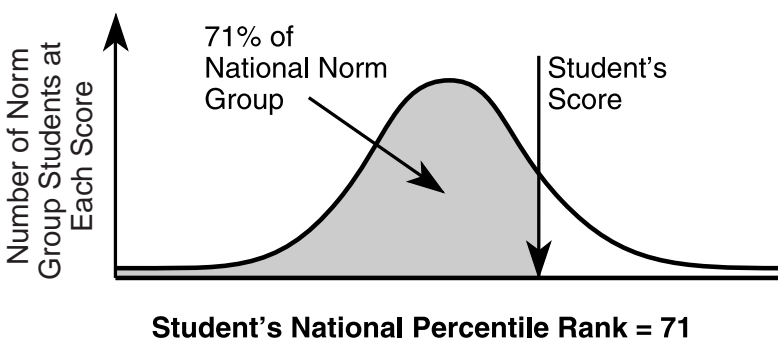
What is a norm-referenced score?

A norm-referenced score derives meaning through comparison of the test performance of an individual or group with the performance of a norm group. The national norm groups are composed of a sample of students representative of the nation. The groups are formed of students from diverse geographic regions who live in different types of communities and attend schools of varying sizes.

Norm-referenced scores can be expressed in a number of ways to assist in the comparison of student performance. Similar to multiple cameras at a sporting event, each score contributes a slightly different perspective and is generally best suited to specific purposes. The norm-referenced scores presented on *ISTEP+* reports are (1) national percentile rank (NP), (2) normal curve equivalent (NCE), (3) grade equivalent (GE), (4) anticipated achievement normal curve equivalent (AANCE), and (5) cognitive skills index (CSI).

National percentile ranks

National percentile ranks compare the scores of an individual student or a group of students with the norm group (or “national average”). A national percentile rank (NP) indicates the percentage of students in the norm group whose scores fall below a particular student’s score. For example, if a student’s NP is 71, it means that the student scored higher than 71% of the students in the norm group. **This does not mean, however, that the student answered 71% of the items correctly.**



This explains why the most direct and proper use of the NP scores is to compare a student's score with that of the national norm group.

Normal curve equivalent scores

The design of NCE scores makes them very useful for comparisons of scores across subject areas or among different students (or groups of students). A normal curve equivalent score allows meaningful comparison among different test sections within the *ISTEP+* achievement test. For example, if a student receives NCE scores of 53 on Total Reading and 45 on Total Mathematics, you can correctly say that the reading score is eight points higher than the mathematics score.

Norm-Referenced Scores

NCE scores are represented on a scale of 1 to 99. This scale coincides with the national percentile scale at 1, 50, and 99. NCE scores have the advantage of being based on an equal-interval scale. That is, the difference between two successive scores on the scale is the same over all parts of the scale. This means that, unlike percentiles, NCE scores can be averaged to compare groups of students. Average NCE scores can also be converted to national percentiles for a more meaningful understanding of the scores. This is because NCE scores and NP ranks have a consistent relationship.

Correspondence Between National Percentile Ranks and Nearest Whole Normal Curve Equivalent					
<i>Percentile Rank</i>	<i>NCE</i>	<i>Percentile Rank</i>	<i>NCE</i>	<i>Percentile Rank</i>	<i>NCE</i>
99	99	66	59	33	41
98	93	65	58	32	40
97	90	64	58	31	40
96	87	63	57	30	39
95	85	62	56	29	38
94	83	61	56	28	38
93	81	60	55	27	37
92	80	59	55	26	36
91	78	58	54	25	36
90	77	57	54	24	35
89	76	56	53	23	34
88	75	55	53	22	34
87	74	54	52	21	33
86	73	53	52	20	32
85	72	52	51	19	32
84	71	51	51	18	31
83	70	50	50	17	30
82	69	49	49	16	29
81	68	48	49	15	28
80	68	47	48	14	27
79	67	46	48	13	26
78	66	45	47	12	25
77	66	44	47	11	24
76	65	43	46	10	23
75	64	42	46	9	22
74	64	41	45	8	20
73	63	40	45	7	19
72	62	39	44	6	17
71	62	38	44	5	15
70	61	37	43	4	13
69	60	36	42	3	10
68	60	35	42	2	7
67	59	34	41	1	1

What is the difference between NP ranks and NCE scores?

The fundamental difference between NP ranks and NCE scores is that percentile ranks represent measurement on an ordinal scale (one without equal intervals between ranks), while NCE scores make use of interval scaling. This means that NCE scores can be added, subtracted, multiplied, and divided (like numbers in arithmetic), while NP ranks technically cannot.

Imagine yourself as a runner in a marathon. You are competing against 99 other runners. At the beginning of the race, you are about even with everyone else. However, as the race unfolds, you find yourself falling farther and farther behind. Eventually, the runners are spread out in a pattern similar to a normal distribution. A few runners are at the front of the group, a few are at the end, while the majority of the runners are bunched in the middle. You are in last place, a half block behind the second-to-last runner. At this point, you hail a taxi and travel past the other runners at 35 miles per hour. At first, you pass runners rather slowly (one percentile rank for each of the other 99 runners that you pass), needing to travel a half block or so between runners before they are passed. Soon, however, you make it to the middle of the group and pass several runners every time the taxi travels a few feet. Eventually, you reach the leaders who are spaced similarly to those at the back of the race. Again, passing runners takes more time—and gasoline—as you move up to the lead (the 99th percentile, with 99% of the racers behind you).

So it is with percentile ranks; the percentile intervals (like the runners) are closer together in the middle and farther apart at the ends of the scale. Therefore, a few additional correct answers on a test may move a student from an NP of 45 all the way to an NP of 55 or 60. In contrast, the same few additional correct answers may increase the rank of a student originally receiving an NP of 90 very little, if at all.

Normal curve equivalent scores are a derivation of NP ranks designed so that the difference between any two adjacent scores is the same no matter where they are on the scale. Thus, moving from NCE 1 to NCE 2 is the same move as one from NCE 50 to NCE 51 or from an NCE 98 to NCE 99. Because of the equal interval scale, NCE scores may legitimately and meaningfully be compared to other NCE scores as well as added, divided, etc. This is why mean scores are derived from NCE scores, or a similar unit, rather than NP ranks.

Grade equivalent scores

Grade equivalents range from K.0 through 12.9. Preceding the decimal, K through 12 represent the thirteen years of school. Following the decimal, 0 through 9 represent the ten months in the traditional school year, with September represented as .0, October as .1, November as .2, and so on through June, which is represented as .9.

Norm-Referenced Scores

A grade equivalent (GE) represents the grade and month in school of students in the norm group whose test performance is equivalent to the test performance of a given student. When interpreting grade equivalents, take care not to confuse them with criterion-referenced scores. If a third-grade student obtains a grade equivalent of 4.8 on a mathematics test, it does not mean that the student has mastered all the mathematics taught in the school district during the first eight months of Grade 4. It means only that the student's performance on the Grade 3 test is equivalent to the typical performance of the norm group students administered the Grade 3 test who had completed eight months of Grade 4.

Anticipated achievement normal curve equivalent scores

A student's anticipated achievement score estimates the average score for students of similar age, grade, and academic aptitude. This lets you compare an individual student's level of achievement to that expected of similar students.

Anticipated achievement scores are a function of a student's performance on the academic aptitude and achievement portions of *ISTEP+*. On *ISTEP+* reports, anticipated achievement is presented as an anticipated achievement normal curve equivalent score (AANCE). You can compare the AANCE to the NCE for each *ISTEP+* test section, content area total, and total battery score, as well as between different test sections within *ISTEP+*.

Cognitive skills index

The cognitive skills index (CSI) describes an individual's overall performance on the *ISTEP+* aptitude test. It compares the student's cognitive ability with that of students who are the same age, without regard to grade placement. The CSI is a normalized standard score with a mean of 100 and a standard deviation of 16.

Summary Score Information

Mean and median scores

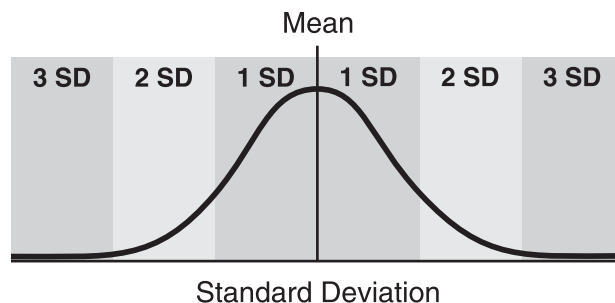
On *ISTEP+* reports, summary information for a group (such as a class) is often presented using mean or median scores. The mean is the average score obtained by adding together all scores in the group and dividing by the number of students in the group. Scores reported on ordinal scales, such as national percentile ranks, cannot be averaged. For these, *ISTEP+* presents a median score. The median is the middle score (50% of the scores fall below it). In a normal distribution, the mean and the median scores are equal.

Use mean and median scores to compare the group to similar students nationwide and also to compare each student's performance to that of the group. The mean and median scores presented in *ISTEP+* reports are

- median national percentile (MDNP)
- mean normal curve equivalent (MNCE)
- national percentile of mean normal curve equivalent (NP of the MNCE)
- grade mean equivalent (GME)

Standard deviation

The Standard Deviation (SD) indicates the amount of variability in a group of scores. When scores are normally distributed (i.e., when they are part of a bell-shaped, “normal” curve), about two-thirds of the scores are within one SD above and below the average (mean) score, and about 95% of scores are within 2 SDs of the mean. In almost any shaped distribution, all scores will be within 5 standard deviations of the mean score.





Reports for Teachers

Two kinds of information offer a broader understanding.

ISTEP+ reports provide two general types of information: criterion-referenced and optional norm-referenced. The criterion-referenced set of items reports a student's standing relative to the Indiana Academic Standards established by the State Board of Education. The optional norm-referenced set of items compares student performance with that of other students nationwide.

Use these two types of information together to acquire a more complete picture of a student's performance. The Class Proficiency Grouping Report (Grades 3 and 6 only), the Proficiency Roster, the Class Academic Standards Report, and the Student Report indicate the results from only the criterion-referenced test items. The Class Record Sheet, NRT Student Report, and *ISTEP+* labels indicate the results from the optional norm-referenced test items.

Because the criterion-referenced and optional norm-referenced measures of performance are very different, comparing them is inappropriate. You may use them together to build a broader understanding of a student's performance.

Student Report

The Student Report has been redesigned for *ISTEP+* Fall 2002. There are now two cut scores and three performance levels. Page 1 of the Student Report contains student performance data for English/language arts and mathematics. The top section of this report details a student's total score for both content areas and shows whether the student is placed in the DID NOT PASS, PASS, or PASS+ performance level. Page 2 contains the student's Applied Skills results. The Student Report presents test information to parents in ways that are easy to understand. It encourages them to discuss their child's strengths and needs and helps them become more involved in the child's learning process. Two copies of this report are provided. One copy is for teacher use and one copy is for the parent.

Simulated Data

The values used in the reports in this guide were selected before the cut scores were determined and may be very different from the actual values.

Criterion-Referenced Information

The top section of this report, called "Indiana Academic Standards," reports the student's scale scores in English/language arts and mathematics and relates these scores to the three performance levels established by the State Board of Education (see page 11 for definition). Students whose scores place them in the PASS or PASS+ performance levels meet the Indiana Academic Standards.

The center section lists the Academic Standards measured by the *ISTEP+* for the student's grade. Next to each standard, the student's academic performance is indicated by the Student Score, along with the Passing Score for a student at the standard, and the difference between the two scores.

Reports for Teachers

Sample Student Report

The sample Student Report presents results for Mary Brown, a third-grade student who took the *ISTEP+* achievement test. The top section of the report describes Mary's performance as measured against the Indiana Academic Standards, and it shows her achievement as a scale score compared to the three performance levels adopted by the Board of Education.

On the same report, the third-grade Academic Standards are listed. Reading to the right of the first Academic Standard, Reading Vocabulary, you will see that Mary achieved a Student Score of 63 as compared with the Passing Score of 76, or 13 points lower than the Passing Score.

Mary's English/language arts total score is reported in two ways:

- a scale score of 437 (see performance levels in area C), and
- the Student Score for each Academic Standard.

This scale score indicates that Mary did not pass the Indiana Academic Standards in English/language arts. Her score of 548 in mathematics means she did pass the Indiana Academic Standards for that subject.

ISTEP+
INDIANA STATEWIDE TESTING
FOR EDUCATIONAL PROGRESS


Student Report

MARY BROWN **A**

Grade: 3

Simulated Data

Purpose
This report provides information on your child's achievement of the Indiana Academic Standards. You can see at a glance whether your child is meeting the minimum standard set for all students in our state. Your child's teacher can also show you classroom work and other test results that provide evidence of your child's progress.



Birthdate: 10/15/93
Special Codes: ABCDEFGHIJKLMNOPQRST
.....5101.11100
Test Date: 09/17/02

STRCODES: 4690-3333
Class: GRADY A
School: SCHOOL ONE
Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA STATE DEPT OF ED

CTB
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Indiana Academic Standards C
The Indiana Academic Standards describe what students should know and be able to do in English/language arts and mathematics. This test was created to measure whether students have learned what we expect them to know.

English/language arts

Student Score	DID NOT PASS		
437			
Category Score Range	Did Not Pass 300-474	Pass 475-574	Pass+ 575-790

Your child's score is 437 in English/language arts, which means that he/she did not pass the English/language arts portion of ISTEP+.

Mathematics

Student Score	PASS		
548			
Category Score Range	Did Not Pass 300-478	Pass 479-578	Pass+ 579-720

Your child's score is 548 in mathematics, which means that he/she passed the mathematics portion of ISTEP+.

English/language arts

Standard	Student Score	Passing Score	Difference
Reading Vocabulary(MC)	63	76	-13
Reading Comp.(MC)	50	69	-19
Lit. Response & Analysis(MC)	85	93	-8
Writing Process(MC)	82	91	-9
Writing Applications(MC,OE)	47	50	-3
Lang. Conventions(MC,OE)	87	92	-5

Mathematics

Standard	Student Score	Passing Score	Difference
Number Sense(MC,OE)	85	64	21
Computation(MC)	91	87	4
Algebra & Functions(MC)	96	85	11
Geometry(MC,OE)	96	74	22
Measurement(MC)	96	84	12
Problem Solving(OE)	86	86	0

MC: Multiple-choice items OE: Open-ended items

English/language arts
Your child's score does not meet Indiana Academic Standards in the ISTEP+ test in English/language arts and he/she is eligible for remediation from the school. Please contact the school to set up a conference to discuss these test results and to address your child's educational needs. The test results show that some of your child's areas of weakness are: Reading Comp.; Reading Vocabulary; Writing Process.

Mathematics
Your child's score meets Indiana Academic Standards in the ISTEP+ test in mathematics. The test results show that some of your child's areas of strength are: Geometry; Number Sense; Measurement.

Please turn this report over to see the open-ended (OE) questions that contributed to your child's total score.

Page 1

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Highlights of the Student Report

- A** Identifies the student's name and grade.
- B** Indicates the test date and identifies the corporation-school number, class, school, corporation, county, and state.
- C** Explains the student's performance relative to the cut scores established by the Board of Education.
- D** Lists Academic Standards, grouped by content area.
- E** Presents the Student Score that the student obtained.
- F** Indicates the Passing Score for a student meeting the standard for this specific Academic Standard.
- G** Shows the difference (+ or -) between the Student Score and the Passing Score for a student at the standard.
- H** Defines symbols and acronyms used in this report.
- I** Explains student's areas of strength and weakness.

Sample Student Report (Back)

The sample Student Report (Back) provides test results for Mary Brown, a third-grade student who took the *ISTEP+* achievement test. Under English/language arts, Test 3, one can observe that item number 1 of this test is located on page 31 of the imaged student responses and that Mary scored three points out of six points possible for this item.

Highlights of the Student Report (Back)

- A** Identifies the student's name and grade.
- B** Indicates the test date and identifies the corporation-school number, class, school, corporation, county, and state.
- C** Lists each item and its Academic Standard by subject and test session.
- D** Indicates the page number on which the item appears in the test book.
- E** Presents the number of score points that the student earned for the given Applied Skills item, or, if no score, the letter of the condition code.
- F** Indicates the number of points possible for the given Applied Skills item.
- G** Explains Condition Codes.
- H** Provides information for parents.

Class Proficiency Grouping Report (Grades 3 and 6 only)

This report groups students according to their performance relative to the cut scores (see page 11 for definition) in the content areas assessed by *ISTEP+*. For example, students whose names appear in the rectangle in the upper left-hand corner of the report **1** have obtained scores in the Pass+ performance level in both English/language arts and mathematics. Students reported in the rectangle immediately below the upper left-hand rectangle **2** have scored in the Pass+ performance level in the English/language arts standard and in the Pass performance level in mathematics. Take a moment to familiarize yourself with the layout of this report.

ISTEP+
INDIANA STATEWIDE TESTING
FOR EDUCATIONAL PROGRESS


Class Proficiency Grouping Report

Class: GRADY A **A**

Grade: 3

Simulated Data

Purpose
This report groups the students alphabetically by proficiency category. This report helps identify students with similar knowledge and skills by content area.



No. of Students: 24

Test Date: 09/17/02

STRCODES: 4690-3333
School: SCHOOL ONE
Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA STATE DEPT OF ED

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B

	English/language arts Pass+	English/language arts Pass	English/language arts Did Not Pass	English/language arts Undetermined
Mathematics Pass+	1			
Mathematics Pass	2	GOODNIGHT, MARTHA S HARDY, PAIGE N LANE, DESIRE C PROSA, JACOB M SHEW, TAYLOR E SMITH, ASHLEIGH N STARR, CASSANDRA S SWIFT, JESSICA L WILMOT, NATHAN S	BROWN, MARY F SCHROEDER, AUSTIN R WARNER, BLAKE R	
Mathematics Did Not Pass		BOLING, NATHAN J VANDIVER, ALYSON E	BARNARD, JORDON M LOWREY, ZACH T MCCULLOUGH, FELICITY L NEUMANN, MORGAN L QUEAR, CHASTITY D	
Mathematics Undetermined				BRADFORD, NELL S JACKSON, NOAH E THOMPSON, MICHAEL G

D

Page 1

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CTBID: 01341M016485001-05-00003-000016

Highlights of the Class Proficiency Grouping Report

- A** Identifies the class by the teacher's name and grade.
- B** The **columns** report performance levels for English/language arts.
- C** The **rows** report performance levels for mathematics.
- D** Lists students alphabetically within performance levels for both content areas. In this box, the students listed scored in the Did Not Pass performance level in both English/language arts and mathematics.
- E** Indicates the test date and identifies the corporation-school number, school, corporation, county, and state.

Proficiency Roster

This report lists all students in the class alphabetically and tells the teacher how each student performed in the content areas of English/language arts and mathematics. Also shown is the scale score for each student in each of the content areas.

In the upper portion of the report, summary information is given for the class as a whole. Shown for each of the two content areas are the lowest and highest scale scores obtained by the students in the group, class average (mean scale score), the standard deviation, and the lowest and highest possible scores.

The group's performance is also compared to the cut scores to show the number and percentage of students scoring at the Pass+, Pass, and Did Not Pass performance levels.

ISTEP+

INDIANA STATEWIDE TESTING
FOR EDUCATIONAL PROGRESS


Proficiency Roster

Class: GRADY A

Grade: 3


Simulated Data

Purpose
This report lists students alphabetically within a test section. The Proficiency Performance Roster provides a listing of students and their results.



Test Date: 09/17/02

STRCODES: 4690-3333
School: SCHOOL ONE
Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA STATE DEPT OF ED



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English/language arts **E**

Highest Scale Score Obtained	628	No./PCT Pass+	2 / 8%
Mean Scale Score (SS)	500.4	No./PCT Pass	11 / 46%
Lowest Scale Score Obtained	402	No./PCT Did Not Pass	8 / 33%
Standard Deviation	57.4	No./PCT Undetermined	3 / 13%
Low/High Score Possible	300-790	No. of Students Listed	24

Mathematics **F**

Highest Scale Score Obtained	571	No./PCT Pass+	0 / 0%
Mean Scale Score (SS)	492.1	No./PCT Pass	14 / 58%
Lowest Scale Score Obtained	446	No./PCT Did Not Pass	7 / 29%
Standard Deviation	31.8	No./PCT Undetermined	3 / 13%
Low/High Score Possible	300-720	No. of Students Listed	24

Score Range: Did Not Pass 300-474 Pass 475-574 Pass+ 575-790

No.	Student	Score (SS)	Category
1	BARNARD, JORDON M	465	D.N.P.
2	BOLING, NATHAN J	547	Pass
3	BRADFORD, NELL S	#	UND
4	BROWN, MARY F	437	D.N.P.
5	GOODNIGHT, MARTHA S	501	Pass
6	HARDY, PAIGE N	520	Pass
7	HINDERLIDER, ERIN E	628	Pass+
8	LANE, DESIRE C	509	Pass
9	LOWREY, ZACH T	452	D.N.P.
10	JACKSON, NOAH E	#	UND
11	MCCULLOUGH, FELICITY L	402	D.N.P.
12	NEUMANN, MORGAN L	471	D.N.P.
13	PROSA, JACOB M	556	Pass
14	QUEAR, CHASTITY D	442	D.N.P.
15	SCHROEDER, AUSTIN R	465	D.N.P.
16	SHEW, TAYLOR E	512	Pass
17	SMITH, ASHLEIGH N	513	Pass
18	SPENGLER, CHRIS S	628	Pass+
19	STARR, CASSANDRA S	498	Pass
20	SWIFT, JESSICA L	491	Pass
21	THOMPSON, MICHAEL G	#	UND
22	VANDIVER, ALYSON G	493	Pass
23	WARNER, BLAKE R	444	D.N.P.
24	WILMOT, NATHAN S	534	Pass

Score Range: Did Not Pass 300-478 Pass 479-578 Pass+ 579-720

No.	Student	Score (SS)	Category
1	BARNARD, JORDON M	472	D.N.P.
2	BOLING, NATHAN J	464	D.N.P.
3	BRADFORD, NELL S	#	UND
4	BROWN, MARY F	548	Pass
5	GOODNIGHT, MARTHA S	515	Pass
6	HARDY, PAIGE N	502	Pass
7	HINDERLIDER, ERIN E	489	Pass
8	LANE, DESIRE C	500	Pass
9	LOWREY, ZACH T	449	D.N.P.
10	JACKSON, NOAH E	#	UND
11	MCCULLOUGH, FELICITY L	462	D.N.P.
12	NEUMANN, MORGAN L	464	D.N.P.
13	PROSA, JACOB M	512	Pass
14	QUEAR, CHASTITY D	464	D.N.P.
15	SCHROEDER, AUSTIN R	481	Pass
16	SHEW, TAYLOR E	488	Pass
17	SMITH, ASHLEIGH N	571	Pass
18	SPENGLER, CHRIS S	529	Pass
19	STARR, CASSANDRA S	516	Pass
20	SWIFT, JESSICA L	480	Pass
21	THOMPSON, MICHAEL G	#	UND
22	VANDIVER, ALYSON G	448	D.N.P.
23	WARNER, BLAKE R	484	Pass
24	WILMOT, NATHAN S	497	Pass

H #: No score due to invalid or omitted subtest
UND: Undetermined
D.N.P.: Did Not Pass

Page 1

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Highlights of the Proficiency Roster

- A** Identifies the class by the teacher's name and grade.
- B** Lists students alphabetically within the class.
- C** Provides each student's scale score and performance level within the English/language arts content area.
- D** Provides each student's scale score and performance level within the mathematics content area.
- E** Provides English/language arts summary information for the class.
- F** Provides mathematics summary information for the class.
- G** Indicates the test date and identifies the corporation-school number, school, corporation, county, and state.
- H** Defines the symbols and acronyms used in this report.

Highlights of the Class Academic Standards Report

- A** Identifies the class by the teacher's name and grade.
- B** Lists students alphabetically by name from left to right.
- C** Lists Academic Standards for the grade.
- D** Presents the number of students who mastered each Academic Standard.
- E** Shows the percentage of students who mastered each Academic Standard.
- F** Indicates the test date, and identifies the corporation-school number, school, corporation, county, and state.
- G** Defines the symbols and acronyms used in this report.

This report provides a list of all students in the class who have an Undetermined status. Students who fail to complete one or more subtests in English/language arts or mathematics are listed as Undetermined. The report indicates whether the subtest was not taken or invalidated, thus explaining the reason for the Undetermined status.

ISTEP+

Undetermined Status Roster

Class: GRADY A

Grade: 3

Simulated Data

Purpose

This report provides a list of students with an undetermined status and a reason for that status. This list should be used to aid in the explanation of the undetermined status codes.



Test Date: 09/17/02

STRCODES: 4960-3333

School: SCHOOL ONE

Corporation: CORP ONE

County: COUNTY ONE

State: INDIANA STATE DEPT OF ED



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Page 1

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Reports for Teachers

Highlights of the Undetermined Status Roster

- A** Identifies the class and grade.
- B** Lists students alphabetically who have an Undetermined status in English/language arts and/or mathematics.
- C** Indicates whether the Undetermined status is in English/language arts or mathematics.
- D** Indicates which subtest was invalidated or not completed.
- E** Indicates the test date and identifies the corporation-school number, school, corporation, county, and state.

ISTEP+ Label

The *ISTEP+* Label presents an individual student's criterion-referenced and optional norm-referenced test results in a form that you can easily attach to the student's permanent record. As shown below, the label will always provide CRT score information. If the optional norm-referenced test is administered, the label will provide the same NRT data found on the Class Record Sheet.

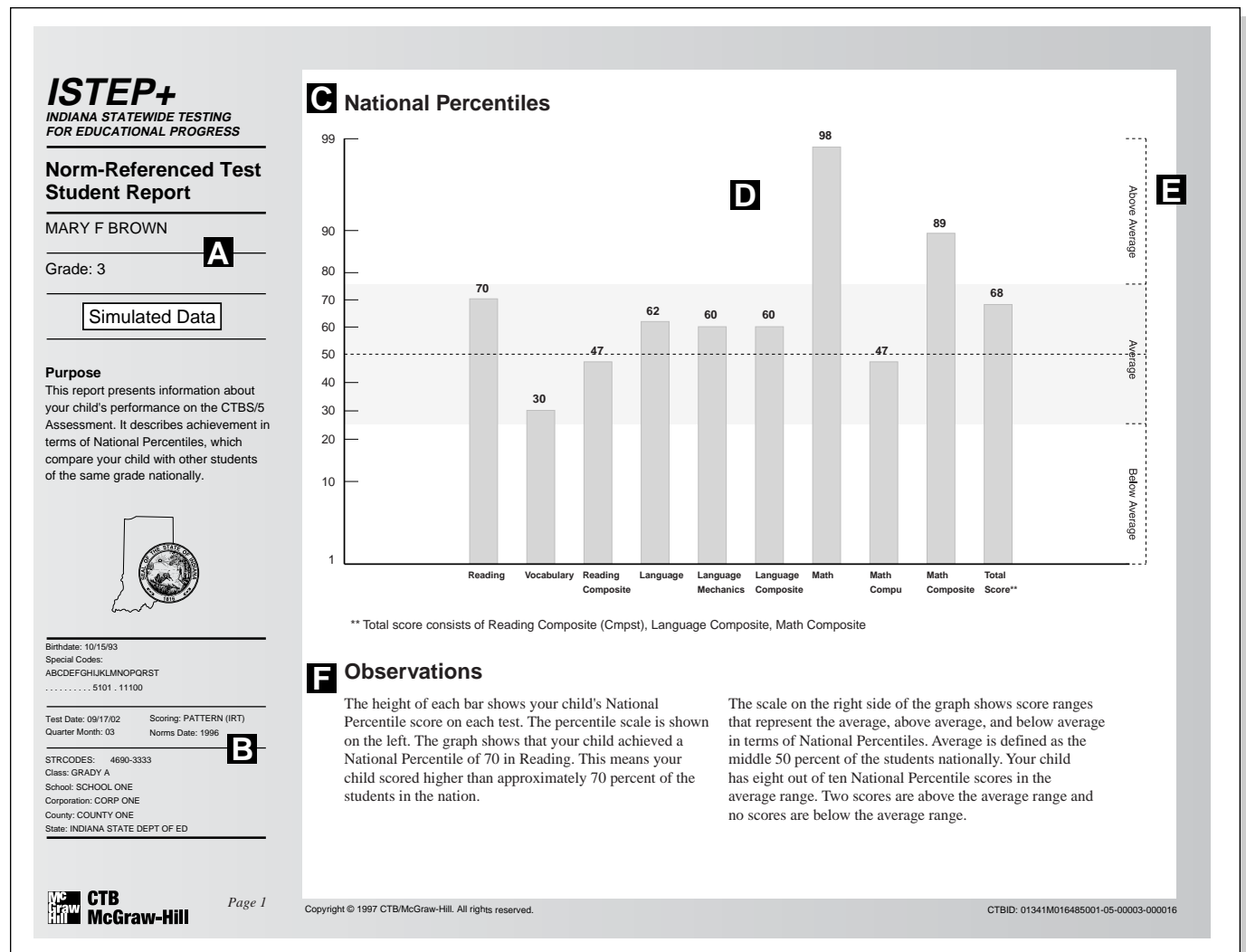
BROWN	MARY	F	T C S / 2	TEST TCS/2	CSI 99 AGE 8-11	SCORES		SEQ	ANA	NVRB	MEM	VRB
						NPA	78	67	73	14	28	
BROWN	MARY	F	ISTEP+									
DOB: 10/15/93			SCORES	READING								
CODES:510			NP	READ	VOC	CMP	LANGUAGE					
NORMS DATE: 1996			GE	70	30	47	LANG	MECH	CMP	MATHEMATICS		
QUARTER MONTH: 03			NCE	4.3	2.5	3.0	3.6	3.6	3.6	MATH	COMP	CMP
PATTERN (IRT)			AANCE	6.1	3.9	4.8	5.7	5.5	5.6	9.5	4.8	7.6
			GRADE	4.8	4.9	4.8	4.8	5.1	4.9	5.1	4.8	5.0
			DATE									
M009113001-05-01562			09/17									
			TOTL									
			SCOR									
			68									
			3.8									
			STANDARD									
			OBTAINED									
			CATEGORY									
			475									
			437									
			D.N.P.									
			PASS									

NRT Student Report

The NRT Student Report provides parents/guardians with normative information about their child's academic achievement in an easily understood format. This report is very useful for parent-teacher conferences. The second page of the NRT Student Report lists the student's areas of strength and weakness so that instruction can be customized to meet his or her individual needs.

The national percentile ranks for each test are vertically displayed along the left side of the graph, and the height of each bar shows the student's performance compared with students nationally.

The norm-referenced scores presented on the NRT Student Report are national percentile ranks (NP). National percentile ranks compare a student's scores with the norm group (or "national average"). See page 15 for more information about national percentile ranks.



Highlights of the NRT Student Report

- A** Identifies the student's name and grade.
- B** Indicates the test date and the Quarter Month (QM) upon which norm-referenced scores are based. Also identifies the corporation-school number, class, school, corporation, county, and state.
- C** Displays the national percentiles. These data are based on the testing of a nationally representative norming sample.
- D** Shows the total national percentile rank attained by the student for each test.
- E** Shows score ranges representing above average, average, and below average performance based on national percentiles.
- F** Explains the meaning of the student's national percentile (NP) scores and ranges by area tested.

Class Record Sheet with TCS/2

The Class Record Sheet (CRS) with TCS/2 lists the norm-referenced results for each student in a class or other specified group, and provides summary data for the class as a whole. This report gives you an overview of your students' achievement levels so that you can plan appropriate instructional activities for individuals and groups.

The CRS reports the following norm-referenced scores: national percentile (NP), grade equivalent (GE), normal curve equivalent (NCE), anticipated achievement normal curve equivalent (AANCE), and the cognitive skills index (CSI).

ISTEP+

INDIANA STATEWIDE TESTING
FOR EDUCATIONAL PROGRESS


Class Record Sheet with TCS/2

Class: GRADY A

Grade: 3

Simulated Data

Purpose
This report provides a permanent record of test results for students in a class, or some other specified group, and summary data. The results may be used to evaluate individual and group achievement compared to the nation, determine overall performance, and identify areas of strength and need.



Test Date: 09/17/02 Scoring: PATTERN (IRT)
QM: 03 Norms Date: 1996

STRCODES: 4690-3333

School: SCHOOL ONE
Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA STATE DEPT OF ED

Students		Scores	Read	Vocab	Read Cmpst	Lang	Lang Mech	Lang Cmpst	Math	Math Compu	Math Cmpst	Totl** Score	TCS Second Edition					CSI & Conf. Range			
													Scrs	Non Vrb	Mem	Vrb	Tot				
B	BARNARD JORDON M	NP	48	33	38	21	48	31	79	50	68	45	NPA	56	31	21	38	95			
		GE	3.0	2.6	2.7	2.1	3.0	2.4	4.0	3.1	3.5	2.9						92-99			
		NCE	49	41	43	33	49	39	67	50	60	47									
		Special Codes	AANCE	45	46	45	45	49	47	46	47	45							LEVEL 1		
		Student ID	Other (K-T) 5100.11110	Age: 9-2																	
	BOLING NATHAN J	NP	38	68	54	89	60	80	80	60	75	70	NPA	76	*90	31	72	109			
		GE	2.7	4.0	3.2	7.2	3.6	4.6	4.0	3.3	3.6	3.9						104-114			
		NCE	44	60	52	76	55	68	68	55	64	61									
		Special Codes	AANCE	49	49	48	48	52	50	50	49	50	49						LEVEL 1		
		Student ID	Other (K-T) 5100.11110	Age: 8-9																	
	BRADFORD NELL S	NP	THIS STUDENT DID NOT ATTEMPT THE TEST											NPA	THIS STUDENT DID NOT ATTEMPT THE TEST						
		GE																			
		NCE																			
		Special Codes	AANCE																		
		Student ID	Other (K-T) 5101.11100	Age: 8-10																	
	BROWN MARY F	NP	70	30	47	62	60	60	98	47	89	68	NPA	73	14	28	48	99			
		GE	4.3	2.5	3.0	3.6	3.6	3.6	6.2	3.0	4.1	3.8						95-103			
		NCE	61	39	48	57	55	56	95	48	76	60									
		Special Codes	AANCE	48	49	48	48	51	49	51	48	50	48						LEVEL 1		
		Student ID	Other (K-T) 5101.11100	Age: 8-11																	
	GOODNIGHT MARTHA S	NP	51	41	44	76	60	70	91	41	75	64	NPA	36	42	47	38	95			
		GE	3.1	2.8	2.9	4.4	3.6	4.0	4.8	2.9	3.6	3.6						92-99			
		NCE	50	45	47	65	55	61	78	45	64	57									
		Special Codes	AANCE	49	50	49	48	48	48	45	41	43	47						LEVEL 1		
		Student ID	Other (K-T) 5100.11100	Age: 8-8																	
	HARDY PAIGE N	NP	79	72	75	78	78	80	89	56	80	79	NPA	66	*89	33	65	106			
		GE	4.8	4.3	4.5	4.6	4.7	4.6	4.6	3.2	3.8	4.4						101-111			
		NCE	67	62	64	66	67	68	76	53	68	67									
		Special Codes	AANCE	52	51	51	51	54	52	52	49	51	51						LEVEL 1		
		Student ID	Other (K-T) 5100.11110	Age: 9-1																	

E

NP National Percentile
GE Grade Equivalent
NCE Normal Curve Equivalent
AANCE Anticipated Achievement Normal Curve Equiv.

*: Maximum or minimum score

NPA: NATL PERCENTILE BY AGE
CSI: COGNITIVE SKILLS INDEX

Non Vrb = Sequences and Analogies

** Total score consists of Reading Composite (Cmpst), Language Composite, Math Composite

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Page 1

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Individual Performance

A CRS for a third-grade class is shown on page 36. Taking the record of Mary Brown (a fictitious student) as an example, you will see that Mary's national percentile ranks range from 30 in Vocabulary to 98 in Math. You will also see that Mary's overall achievement is above the national average (Total Score NP = 68). The CRS also shows Mary's national percentile ranks converted to normal curve equivalent (NCE) scores. The NCE scores allow for meaningful comparisons to be made across subject areas and among students within the class. When viewing the sample report on page 36, it is more meaningful to state that Mary's Math Composite NCE score is 12 points higher than Nathan Boling's Math Composite NCE score (second student) than to say that her Math Composite NP score is 14 points higher than his. For additional information, see the discussion on NP ranks and NCE scores on pages 15 through 17.

If a substantial number of students in the standardization population (norm group) obtained perfect scores on a particular test section, the highest percentile rank to be reported will be less than 99. For example, if the report indicates a score of 97 with an asterisk, this means that 3% of the norm group received perfect scores and that 97 is the highest NP ranking available. On *ISTEP+* achievement test reports, an asterisk appears beside any scores that are the maximum (or minimum) possible.

Group Information

Summary information for the class as a whole appears at the end of the CRS (not shown on the sample report on page 36). Scores include the median national percentile (MDNP), grade mean equivalent (GME), and the mean normal curve equivalent (MNCE). Also included are the mean anticipated normal curve equivalent (MANCE) and the mean cognitive skills index (MCSI).

Use the summary information provided on the last page of your CRS to compare your class with students in the same grade nationwide and to compare each student's performance with that of the entire class.

Highlights of the Class Record Sheet with TCS/2

-
- A** Identifies the class by the teacher's name and grade.
 - B** Lists students alphabetically with date of birth and codes that reflect responses recorded in the *ISTEP+* Student Information Questionnaire.
 - C** Reports the norm-referenced test scores for each student: national percentile (NP), anticipated achievement normal curve equivalent (AANCE), grade equivalent (GE), and normal curve equivalent (NCE).
 - D** Indicates the test date and the Quarter Month (QM) upon which the norm-referenced scores are based. Also identifies the class by corporation-school number, school, corporation, county, and state.
 - E** Defines acronyms for achievement score names used in this report.



Reports for the School Administrator

Two kinds of information offer a broader understanding.

ISTEP+ reports provide two general types of information: criterion-referenced and optional norm-referenced. The criterion-referenced set of items reports a student's standing relative to the Indiana Academic Standards established by the State Board of Education. The optional norm-referenced set of items compares student performance with that of other students nationwide.

Use these two types of information together to acquire a more complete picture of the performance of the students within your school. The Proficiency Roster and the School Proficiency Performance Summary indicate the results of your students based on criterion-referenced test items. The school Evaluation Summary Report with TCS/2 reports the results of your students based on the optional norm-referenced test items.

Because the criterion-referenced and optional norm-referenced measures of performance are very different, comparing them is inappropriate. You may use them together to build a broader understanding of a student's performance.

Simulated Data

The values used in the reports in this guide were selected before the cut scores were determined and may be very different from the actual values.

Reports for the School Administrator

Proficiency Roster

This report lists all students in the school, by grade, alphabetically, and tells the principal how each student performed in the content areas of English/language arts and mathematics. Also shown is the scale score for each student in each of the content areas.

In the upper portion of the report, summary information is given for the school as a whole. Shown for each of the two content areas are the lowest and highest scale scores obtained by the students in the group, class average (mean scale score), the standard deviation, and the lowest and highest possible scores.

The group's performance is also compared to the cut scores to show the number and percentage of students scoring at the Pass+, Pass, and Did Not Pass performance levels.

ISTEP+ INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

Proficiency Roster

School: SCHOOL ONE

Grade: 3

Simulated Data

Purpose

This report lists students alphabetically within a test section. The Proficiency Performance Roster provides a listing of students and their results.



Test Date: 09/17/02

STRCODES: 4690-3333

Corporation: CORP ONE

County: COUNTY ONE

State: INDIANA STATE DEPT OF ED

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Page 1

English/language arts E				Mathematics F			
Highest Scale Score Obtained	691	No./PCT Pass+	31 / 16%	Highest Scale Score Obtained	720	No./PCT Pass+	19 / 10%
Mean Scale Score (SS)	516.3	No./PCT Pass	113 / 59%	Mean Scale Score (SS)	515.3	No./PCT Pass	125 / 65%
Lowest Scale Score Obtained	330	No./PCT Did Not Pass	41 / 21%	Lowest Scale Score Obtained	364	No./PCT Did Not Pass	42 / 22%
Standard Deviation	64.3	No./PCT Undetermined	6 / 3%	Standard Deviation	56.0	No./PCT Undetermined	5 / 3%
Low/High Score Possible	300-790	No. of Students Listed	191	Low/High Score Possible	300-720	No. of Students Listed	191
Score Range:	Did Not Pass 300-474	Pass 475-574	Pass+ 575-790	Score Range:	Did Not Pass 300-478	Pass 479-578	Pass+ 579-720
No.	Student	Score (SS)	Category	No.	Student	Score (SS)	Category
1	ABLE, ALYSSA C	530	Pass	1	ABLE, ALYSSA C	504	Pass
2	ABRAMS, ANDREW J	390	D.N.P.	2	ABRAMS, ANDREW J	417	D.N.P.
3	ARCHER, KRYSTAL L	426	D.N.P.	3	ARCHER, KRYSTAL L	459	D.N.P.
4	AULT, LINDSEY R	488	Pass	4	AULT, LINDSEY R	498	Pass
5	BAIRD, DANIEL P	518	Pass	5	BAIRD, DANIEL P	448	D.N.P.
6	BALL, JESSICA R	531	Pass	6	BALL, JESSICA R	490	Pass
7	BARNARD, JORDON M	465	D.N.P.	7	BARNARD, JORDON M	472	D.N.P.
8	BAUGHMAN, WESLEY M	519	Pass	8	BAUGHMAN, WESLEY M	523	Pass
9	BEAVERS, BRITTNEY N	505	Pass	9	BEAVERS, BRITTNEY N	468	D.N.P.
10	BELL, ALYSSA C	460	D.N.P.	10	BELL, ALYSSA C	511	Pass
11	BENNET, MELANIE A	430	D.N.P.	11	BENNET, MELANIE A	403	D.N.P.
12	BENSON, MEGAN A	478	Pass	12	BENSON, MEGAN A	530	Pass
13	BIRKHOFF, APRIL N	555	Pass	13	BIRKHOFF, APRIL N	556	Pass
14	BLAIR, JOSHUA A	515	Pass	14	BLAIR, JOSHUA A	497	Pass
15	BLAKE, ASHLY D	536	Pass	15	BLAKE, ASHLY D	539	Pass
16	BOLING, NATHAN J	547	Pass	16	BOLING, NATHAN J	464	D.N.P.
17	BOWERS, HAYLEY R	464	D.N.P.	17	BOWERS, HAYLEY R	468	D.N.P.
18	BRADFORD, NELL S	#	UND	18	BRADFORD, NELL S	#	UND
19	BRADFORD, SAM B	517	Pass	19	BRADFORD, SAM B	566	Pass
20	BREWER, COLE D	427	D.N.P.	20	BREWER, COLE D	471	D.N.P.
21	BREWER, JESSICA C	538	Pass	21	BREWER, JESSICA C	488	Pass
22	BREYER, TANYA N	507	Pass	22	BREYER, TANYA N	568	Pass
23	BROWN, MARY F	437	D.N.P.	23	BROWN, MARY F	548	Pass
24	BURRELL, MACKENZI I	484	Pass	24	BURRELL, MACKENZI I	460	D.N.P.
25	CARTER, KAYLA M	548	Pass	25	CARTER, KAYLA M	520	Pass
26	CHASTAIN, BRANDON L	531	Pass	26	CHASTAIN, BRANDON L	501	Pass
27	CHONG, BROOKE N	404	D.N.P.	27	CHONG, BROOKE N	461	D.N.P.
28	COATES, CAITLIN N	602	Pass+	28	COATES, CAITLIN N	720	Pass+
29	COFFIN, AMANDA L	511	Pass	29	COFFIN, AMANDA L	580	Pass+
30	CORNETT, BRITTNEY K	539	Pass	30	CORNETT, BRITTNEY K	536	Pass
31	COVEY, ASHLEY N	691	Pass+	31	COVEY, ASHLEY N	522	Pass
32	COWEN, BRANDO M	556	Pass	32	COWEN, BRANDO M	508	Pass
33	COWLES, CHELSIE D	508	Pass	33	COWLES, CHELSIE D	557	Pass
34	COWLES, MICHAEL D	488	Pass	34	COWLES, MICHAEL D	488	Pass
35	COX, BRANDO L	446	D.N.P.	35	COX, BRANDO L	453	D.N.P.
36	CRAIG, MARIE P	405	D.N.P.	36	CRAIG, MARIE P	511	Pass
37	CUMMINGS, SHIANNE R	555	Pass	37	CUMMINGS, SHIANNE R	515	Pass
38	CURTAIN, JESSICA N	472	D.N.P.	38	CURTAIN, JESSICA N	502	Pass
39	DAVERS, DENNIS R	520	Pass	39	DAVERS, DENNIS R	517	Pass
40	DAVIDSON, HANA M	536	Pass	40	DAVIDSON, HANA M	527	Pass

#: No score due to invalid or omitted subtest
UND: Undetermined

D.N.P.: Did Not Pass

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CTBID:92123B821460001-04-00052-000054

**Highlights of the
Proficiency Roster**

- A** Identifies the school and grade.
- B** Lists students alphabetically within the school for the grade tested.
- C** Provides each student's scale score and performance level within the English/language arts content area.
- D** Provides each student's scale score and performance level within the mathematics content area.
- E** Provides English/language arts summary information for the school.
- F** Provides mathematics summary information for the school.
- G** Indicates the test date and identifies the corporation-school number, corporation, county, and state.
- H** Defines the symbols and acronyms used in this report.

School Proficiency Performance Summary

This report summarizes groups of students according to performance levels in the two content areas assessed by *ISTEP+*. It also provides summary scores by performance level. Each box provides the number and percentage of students who scored in each performance level. The rows provide performance-level information for mathematics, and the columns provide performance-level information for English/language arts. See the table below for clarification. The sum of students listed in blocks 1–9 is the total number of students with complete tests.

	English/language arts PASS+	English/language arts PASS	English/language arts DID NOT PASS
Mathematics PASS+	❖ Students who scored in the PASS+ performance level in both E/la and math.	❖ Students who scored in the PASS performance level in E/la and the PASS+ level in math.	❖ Students who scored in the DID NOT PASS performance level in E/la and the PASS+ level in math.
Mathematics PASS	❖ Students who scored in the PASS+ performance level in E/la and the PASS level in math.	❖ Students who scored in the PASS performance level in E/la and the PASS level in math.	❖ Students who scored in the DID NOT PASS performance level in E/la and the PASS level in math.
Mathematics DID NOT PASS	❖ Students who scored in the PASS+ performance level in E/la and the DID NOT PASS level in math.	❖ Students who scored in the PASS performance level in E/la and the DID NOT PASS level in math.	❖ Students who scored in the DID NOT PASS performance level in E/la and the DID NOT PASS level in math.

In the section entitled “Summary of Student Counts,” the number of students with complete tests in both subjects, the number with Undetermined status in one or both areas, and the total number of students are shown.

A section at the bottom of the report called “Summary of Scores” provides school averages, standard deviations, and score ranges. For each of the performance levels PASS+, PASS, and DID NOT PASS, the mean scale score, the standard deviation, and the lowest and highest scale scores obtained are shown.

Reports for the School Administrator

ISTEP+ INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS


School Proficiency Performance Summary

School: SCHOOL ONE

Grade: 3

Simulated Data

Purpose
This report provides the number and percent of students in each performance category.



Date: 09/17/02

STRCODES: 4690-3333
Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA STATE DEPT OF ED

	English/ language arts Pass+	English/ language arts Pass	English/ language arts Did Not Pass	English/ language arts Undetermined	Mathematics TOTALS
Mathematics Pass+	13 Students Pass+ in E/la and Math 7%	6 Students Pass in E/la and Pass+ in Math 3%	0 Students Did Not Pass in E/la and Pass+ in Math 0%	0 Students Undetermined in E/la and Pass+ in Math 0%	19 Students Pass+ in Math 10%
Mathematics Pass	18 Students Pass+ in E/la and Pass in Math 9%	91 Students Pass in E/la and Math 48%	16 Students Did Not Pass in E/la and Pass in Math 8%	0 Students Undetermined in E/la and Pass in Math 0%	125 Students Pass in Math 65%
Mathematics Did Not Pass	0 Students Pass+ in E/la and Did Not Pass in Math 0%	16 Students Pass in E/la and Did Not Pass in Math 8%	25 Students Did Not Pass in E/la and Math 13%	1 Student Undetermined in E/la and Did Not Pass in Math 1%	42 Students Did Not Pass in Math 22%
Mathematics Undetermined	0 Students Pass+ in E/la and Undetermined in Math 0%	0 Students Pass in E/la and Undetermined in Math 0%	0 Students Did Not Pass in E/la and Undetermined in Math 0%	5 Students Undetermined in E/la and Math 3%	5 Students Undetermined in Math 3%
English/ language arts TOTALS	31 Students Pass+ in E/la 16%	113 Students Pass in E/la 59%	41 Students Did Not Pass in E/la 21%	6 Students Undetermined in E/la 4%	Summary of Student Counts Total Grade Count: 191 Students with Complete Tests: 185 Students with Undetermined Scores: E/la Only: 1 Math Only: 0 Both: 5

Summary of Scores	English/language arts			Mathematics		
	Pass+	Pass	Did Not Pass	Pass+	Pass	Did Not Pass
Mean Scale Score	516.3	515.3	516.2	519.7	519.7	450.9
Proficiency Cut Score	475	479	39.4	53.8	25.9	23.0
Standard Deviation	64.3	56.0	22.7	53.8	25.9	23.0
Lowest/Highest Scale Score Obtained	330-691	364-720	476-566	579-720	479-577	364-476
Lowest/Highest Scale Score Possible	300-790	300-720	475-574	579-720	479-576	300-478
	31 Students Pass+	113 Students Pass	41 Students Did Not Pass	19 Students Pass+	125 Students Pass	42 Students Did Not Pass

MSS: Mean Scale Score SD: Standard Deviation L/H Obt: Lowest/Highest Scale Score Obtained L/H Range: Lowest/Highest Scale Score Range of Proficiency Level

Highlights of the School Proficiency Performance Summary

- A** Identifies the school and grade.
- B** Reports the number of students.
- C** Provides school summary information for English/language arts.
- D** Provides school summary information for mathematics.
- E** The **columns** report performance levels for English/language arts.
- F** The **rows** report performance levels for mathematics.
- G** Provides school summary scores by performance level for both English/language arts and mathematics.
- H** Indicates the test date and identifies the corporation-school number, corporation, county, and state.
- I** Defines the acronyms used in this report.

Reports for the School Administrator

Disaggregation Summary Report

The Disaggregation Summary Report has been redesigned and is now on two pages, one for English/language arts and one for mathematics. This report presents, by subject, the total number of students with scores identified as passing with high achievement (Pass+), passing (Pass), Did Not Pass, and Undetermined. This information is provided for all students, as well as all subgroups, e.g., special education students with accommodations and without accommodations. The Disaggregation Summary Report can be used to obtain information regarding all groups of students.

ISTEP+
INDIANA STATEWIDE TESTING
FOR EDUCATIONAL PROGRESS


Disaggregation Summary Report

School: SCHOOL ONE

Grade: 3

☐ Simulated Data

Purpose
This report describes group achievement for selected reporting populations.



Test Date: 09/17/02

STC CODES: 4690-3333

Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA STATE DEPT OF ED

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Page 2

Mathematics	Total Number of Students	Pass+ N	Pass %	Did Not Pass N	Undetermined %	Median Scale Score	Low/High Scale Score Obtained
All Students	191	19	10	125	65	144	75
General Education							
With accommodations (e.g. 504 students)	1	***	***	***	***	***	***
Without accommodations	166	17	10	114	69	131	79
TOTAL	167	17	10	114	68	131	79
Special Education							
With accommodations	13	1	8	3	23	4	31
Without accommodations	12	1	8	8	67	9	75
TOTAL	25	2	8	11	44	13	52
Limited English Proficiency							
With accommodations	0	***	***	***	***	***	***
Without accommodations	0	***	***	***	***	***	***
TOTAL	0	***	***	***	***	***	***
Non-Limited English Proficiency							
With accommodations	14	1	7	3	21	4	29
Without accommodations	177	18	10	122	69	140	79
TOTAL	191	19	10	125	65	144	75
Gender							
Male	85	9	11	61	72	70	82
Female	106	10	9	64	60	74	69
No valid information	0	***	***	***	***	***	***
SES							
Paid lunch	155	16	10	106	68	122	79
Free or reduced lunch	36	3	8	19	53	22	61
No valid information	0	***	***	***	***	***	***
Ethnicity							
American Indian or Alaska Native	0	***	***	***	***	***	***
Black (not of Hispanic origin)	0	***	***	***	***	***	***
Asian or Pacific Islander	0	***	***	***	***	***	***
Hispanic	0	***	***	***	***	***	***
White (not of Hispanic origin)	0	***	***	***	***	***	***
Multiracial	0	***	***	***	***	***	***
No valid information	0	***	***	***	***	***	***

*** Value not computed for fewer than 10 students

ISTEP+
INDIANA STATEWIDE TESTING
FOR EDUCATIONAL PROGRESS


Disaggregation Summary Report

School: SCHOOL ONE

Grade: 3

☐ Simulated Data

Purpose
This report describes group achievement for selected reporting populations.



Test Date: 09/17/02

STC CODES: 4690-3333

Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA STATE DEPT OF ED

CTB McGraw-Hill

Page 1

English/language arts	Total Number of Students	Pass+ N	Pass %	Did Not Pass N	Undetermined %	Median Scale Score	Low/High Scale Score Obtained
All Students	191	31	16	113	59	144	75
General Education							
With accommodations (e.g. 504 students)	1	***	***	***	***	***	***
Without accommodations	165	29	18	104	63	133	81
TOTAL	166	29	17	104	63	133	81
Special Education							
With accommodations	13	0	0	2	15	2	15
Without accommodations	12	2	17	7	58	9	75
TOTAL	25	2	8	9	36	11	44
Limited English Proficiency							
With accommodations	0	***	***	***	***	***	***
Without accommodations	0	***	***	***	***	***	***
TOTAL	0	***	***	***	***	***	***
Non-Limited English Proficiency							
With accommodations	14	0	0	2	14	2	14
Without accommodations	177	31	18	111	63	142	80
TOTAL	191	31	16	113	59	144	75
Gender							
Male	85	15	18	52	61	67	79
Female	105	16	15	60	57	76	72
No valid information	1	***	***	***	***	***	***
SES							
Paid lunch	155	27	17	98	63	125	81
Free or reduced lunch	36	4	11	15	42	19	53
No valid information	0	***	***	***	***	***	***
Ethnicity							
American Indian or Alaska Native	0	***	***	***	***	***	***
Black (not of Hispanic origin)	0	***	***	***	***	***	***
Asian or Pacific Islander	0	***	***	***	***	***	***
Hispanic	0	***	***	***	***	***	***
White (not of Hispanic origin)	182	29	16	110	60	139	76
Multiracial	2	***	***	***	***	***	***
No valid information	0	***	***	***	***	***	***

The Indiana Academic Standard for English/language arts is 475.
The Lowest/Highest Scale Score Possible for English/language arts is 300/790.
*** Value not computed for fewer than 10 students

Highlights of the School Disaggregation Summary Report

-
- A** Identifies the school and grade.
 - B** Indicates the test date and identifies the corporation-school number, corporation, county, and state.
 - C** Identifies the subgroups in the English/language arts content area.
 - D** Lists the total number of students.
 - E** Indicates the number and percentage of students who obtained Pass+, Pass, or Did Not Pass scores or who were Undetermined. The Total Passing column indicates the total number of students in the Pass+ and Pass columns.
 - F** Indicates the median scale scores. (Not computed for groups with fewer than 10 students).
 - G** Indicates the lowest and highest scale scores obtained.
 - H** Identifies the subgroups in the mathematics content area.

Applied Skills Frequency Distribution

The Applied Skills Frequency Distribution report presents, at the school level, the number and percentage of students who obtained each score point for the individual Applied Skills items. This information can be used to determine if the students in your school show strengths or needs on specific Applied Skills items and, therefore, in the Academic Standards that are assessed by these items.

[illegible]

Highlights of the Applied Skills Frequency Distribution

- A** Identifies the school and grade.
- B** Indicates the test date and identifies the corporation-school number, corporation, county, and state.
- C** Identifies the item number and the skill being scored (for items that are scored for more than one skill). Descriptions of each item and scoring rubrics and skills are found in the *ISTEP+ Teacher's Scoring Guides*.
- D** Lists the total number of students tested in the school.
- E** Lists the number and percentage of students obtaining each score point.
- F** Lists by condition code the number and percentage of students who did not receive a score.

Condition Codes

A = Blank/no response

B = Illegible/unable to score

C = Written predominantly in language other than English/unable to score

D = Insufficient response/unable to score/copied from text

E = Response not related to test question or scoring rule

NOTE: All condition codes convert to 0 points obtained.

Evaluation Summary Report with TCS/2

The school Evaluation Summary Report with TCS/2 (EVSUM) presents school level information derived from the optional norm-referenced test sections. In each subject area, it reports a variety of scores to enhance your analysis of group results.

An EVSUM is divided into two pages. Page one lists mean scores and standard deviations, local percentiles/quartile points, and distributions per quarter. Page two provides obtained scores, anticipated scores, and the difference between the two.

Mean Scores and Standard Deviations

The top portion of page one of the EVSUM provides mean scores and standard deviations for optional norm-referenced subtests and subtest totals. Mean normal curve equivalent scores are particularly useful in comparing your averages with those of the corporation and/or the state level. The national percentile of the mean normal curve equivalent is the most frequently used average score to compare local scores with those of the national norm group.

48

The middle section of page one provides norm-referenced scores in terms of national percentiles, grade equivalents, and normal curve equivalents for students at five points in the local distribution. The three quartile points—75th percentile (Q3), 50th percentile (Q2, median), and 25th percentile (Q1)—are shown, as is customary. In addition, the data at the 90th and 10th percentiles are also presented to allow a closer look at the highest- and lowest-performing students.

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Distribution per Quarter

The bottom section of page one shows the number and the percentage of students in each quarter of the national percentile distribution. If the scores of your students produced a perfectly normal distribution identical to the norm group upon which the test was standardized, 25% of your students would fall in each quarter.

Note that for School One, total scores indicate that 1.2% of the students are in the lowest quarter, while 43.4% are in the upper quarter. In fact, 82.7% of the students at School One scored above the average of the norm group (43.4% plus 39.3%).

Obtained and Anticipated Scores

The anticipated scores were established from data collected in a national study involving students of similar age, grade, and academic aptitude. Reviewing these data enables you to determine whether your students are performing at their potential, as well as how they compare with similar students.

**Highlights of the
Evaluation
Summary Report
with TCS/2**

-
- A** Identifies the school and grade.
 - B** Shows the number of students with valid scores for each test section. School averages are based on these numbers.
 - C** Shows the grade mean equivalent and its standard deviation, as well as the mean, standard deviation, and national percentile of the mean normal curve equivalent.
 - D** Reports the scores that locate the three quartile points—75th percentile, 50th percentile (median), and 25th percentile—as well as the 90th and 10th percentiles.
 - E** Shows the number and percentage of your students in each quarter of the national percentile (NP) distribution.
 - F** Indicates the test date and the Quarter Month (QM) upon which norm-referenced scores are based. Also identifies the corporation-school number, corporation, county, and state.
 - G** Shows the obtained and anticipated median (middle) national percentile.
 - H** Shows the obtained and anticipated national percentile corresponding to the mean normal curve equivalent and the difference between the two.
 - I** For both the mean normal curve equivalent and grade mean equivalent, this report shows the obtained score, the standard deviation obtained, the anticipated score, and the difference between the obtained score and the anticipated score.
 - J** In addition to the mean cognitive skills index (CSI), this section shows the mean obtained and anticipated normal curve equivalents, as well as the difference between the two, grouped by CSI intervals.



Reports for the Corporation Administrator

Two kinds of information offer a broader understanding.

ISTEP+ reports provide two general types of information: criterion-referenced and optional norm-referenced. The criterion-referenced set of items reports a student's standing relative to the Indiana Academic Standards established by the State Board of Education. The optional norm-referenced set of items compares student performance with that of other students nationwide.

Use these two types of information together to acquire a more complete picture of the performance of the students within your corporation. The Corporation Proficiency Performance Summary and the corporation Academic Standards Summary indicate the results of your students based on criterion-referenced items. The corporation Evaluation Summary Report with TCS/2 indicates the results of your students based on the optional norm-referenced items.

Because the criterion-referenced and optional norm-referenced measures of performance are very different, comparing them is inappropriate. You may use them together to build a broader understanding of a student's performance.

Simulated Data

The values used in the reports in this guide were selected before the cut scores were determined and may be very different from the actual values.

Corporation Proficiency Performance Summary

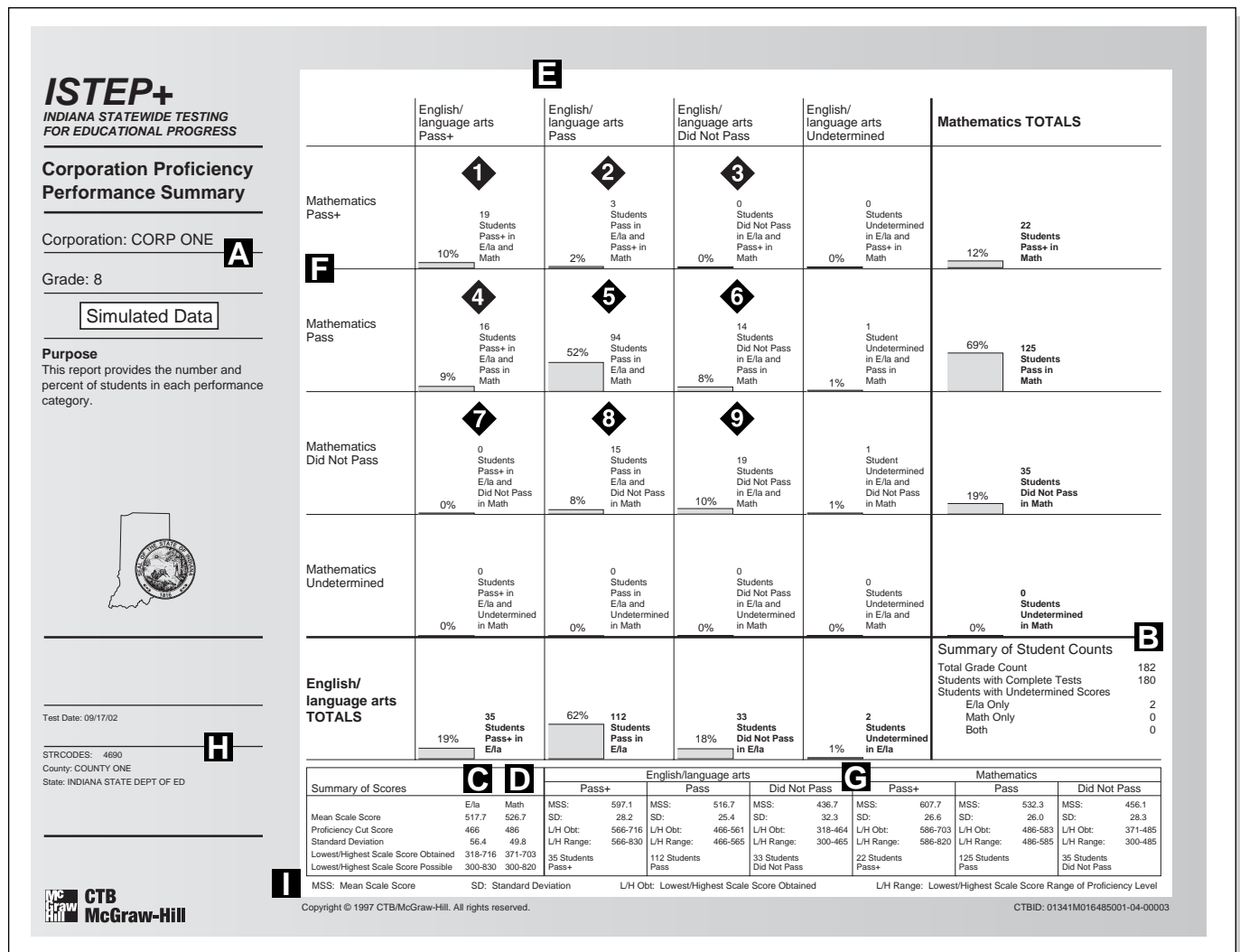
This report summarizes groups of students according to performance levels in the two content areas assessed by *ISTEP+*. It also provides summary scores by performance level. Each box provides the number and percentage of students who scored in each performance level. The rows provide performance-level information for mathematics, and the columns provide performance-level information for English/language arts. See the table below for clarification. The sum of students listed in blocks 1–9 is the total number of students with complete tests.

	English/language arts PASS+	English/language arts PASS	English/language arts DID NOT PASS
Mathematics PASS+	❶ Students who scored in the PASS+ performance level in both E/la and math.	❷ Students who scored in the PASS performance level in E/la and the PASS+ level in math.	❸ Students who scored in the DID NOT PASS performance level in E/la and the PASS+ level in math.
Mathematics PASS	❹ Students who scored in the PASS+ performance level in E/la and the PASS level in math.	❺ Students who scored in the PASS performance level in E/la and the PASS level in math.	❻ Students who scored in the DID NOT PASS performance level in E/la and the PASS level in math.
Mathematics DID NOT PASS	❼ Students who scored in the PASS+ performance level in E/la and the DID NOT PASS level in math.	❽ Students who scored in the PASS performance level in E/la and the DID NOT PASS level in math.	❾ Students who scored in the DID NOT PASS performance level in E/la and the DID NOT PASS level in math.

Reports for the Corporation Administrator

In the section entitled "Summary of Student Counts," the number of students with complete tests in both subjects, the number with Undetermined status in one or both areas, and the total number of students are shown.

A section at the bottom of the report called "Summary of Scores" provides school averages, standard deviations, and score ranges. For each of the performance levels PASS+, PASS, and DID NOT PASS, the mean scale score, the standard deviation, and the lowest and highest scale scores obtained are shown.



**Highlights of the
Corporation
Proficiency
Performance
Summary**

- A** Identifies the corporation and grade.
- B** Reports number of students.
- C** Provides corporation summary information for the English/language arts content area.
- D** Provides corporation summary information for the mathematics content area.
- E** The **columns** report performance levels for English/language arts.
- F** The **rows** report performance levels for mathematics.
- G** Provides corporation summary scores by performance level for both English/language arts and mathematics.
- H** Indicates the test date and identifies the corporation-school number, county, and state.
- I** Defines the acronyms used in this report.

Academic Standards Summary

The corporation Academic Standards Summary provides criterion-referenced information from the *ISTEP+* achievement tests. It presents Academic Standards information summarizing the performance of students for individual schools by grade. Schools may contact their corporation Test Coordinator to request a copy of this report.

ISTEP+
INDIANA STATEWIDE TESTING
FOR EDUCATIONAL PROGRESS


Academic Standards Summary

Corporation: CORP ONE **A**

Grade: 3

Simulated Data

Purpose
This report provides an analysis of Academic Standards using the average Indiana Performance Index (IPI) by subject for this group. The information may be used to analyze curriculum strengths and needs.



No. of Students: 372

Test Date: 09/17/02

STRCODES: 4690
County: COUNTY ONE
State: INDIANA STATE DEPT OF ED

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Indiana Performance Index (IPI)

The IPI is the expected number of items correct had 100 similar items been taken for the given Academic Standard. The Difference score is the Mean IPI minus the IPI at Standard.

MC: Multiple-choice items
OE: Open-ended items
** : Expected IPI for a student at the standard

	CORPORATION SUMMARY						SCHOOL ONE					
	D	E	F									
	Points Possible	IPI at Standard**	Mean Number Correct	Mean IPI	Difference	Number Mastery	Percent Mastery	Mean Number Correct	Mean IPI	Difference	Number Mastery	Percent Mastery
C English/language arts												
1. Reading Vocabulary(MC)	10	76	8.0	80.3	4.3	262	72	8.2	82.0	6.0	144	77
2. Reading Comp.(MC)	10	69	7.5	75.2	6.2	260	72	7.7	76.7	7.7	144	77
3. Lit. Response & Analysis(MC)	10	91	9.1	91.2	0.2	254	70	9.3	92.5	1.5	139	75
4. Writing Process(MC)	4	50	2.1	52.5	2.5	273	75	2.1	51.7	1.7	149	80
5. Writing Applications(MC,OE)	8	92	7.5	94.0	2.0	261	72	7.8	97.5	5.5	149	80
6. Lang. Conventions(MC,OE)	8	91	7.4	92.3	1.3	263	73	7.4	93.0	2.0	146	78
Number of Students:	362											
Mathematics												
1. Number Sense(MC,OE)	14	52	8.5	60.8	8.8	261	72	8.5	60.9	8.9	146	78
2. Computation(MC)	12	57	7.4	61.6	4.6	257	71	7.9	66.1	9.1	142	76
3. Algebra & Functions(MC)	9	60	6.1	67.9	7.9	260	71	5.9	65.8	5.8	144	77
4. Geometry(MC,OE)	9	46	4.5	49.5	3.5	253	70	4.3	47.7	1.7	138	74
5. Measurement(MC)	9	72	7.0	77.7	5.7	259	71	7.2	80.1	8.1	145	78
6. Problem Solving(OE)	13	64	9.0	69.1	5.1	257	71	9.5	73.1	9.1	147	79
Number of Students:	364											

Page 1

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CTBID: 01341M016485001-05-00003-000016

Highlights of the Academic Standards Summary

- A** Identifies the corporation and grade.
- B** Identifies the name of an individual school (one school per page).
- C** Lists Academic Standards for the grade.
- D** Presents the number of score points that assess each Academic Standard and lists the Indiana Performance Index (IPI) at the standard.
- E** Lists the mean number of score points obtained by the students in your corporation by grade, the mean IPI obtained by your students, and the difference between the mean and standard IPI for each Academic Standard.
- F** Lists the number of students and the percentage of students who obtained mastery of each Academic Standard (achieved an IPI at or above the standard).
- G** Definition of report symbols and acronyms used in this report.
- H** Indicates the test date and identifies the corporation-school number, county, and state.

Group Academic Standards Summary

The corporation Group Academic Standards Summary provides criterion-referenced information from the *ISTEP+* achievement tests. It presents Academic Standards information for the grade, summarizing the performance of students for each school by grade. Schools may contact their corporation Test Coordinator to request a copy of this report.

ISTEP+

INDIANA STATEWIDE TESTING
FOR EDUCATIONAL PROGRESS

Group Academic Standards Summary

Corporation: CORP ONE

Grade: 3

Simulated Data

Purpose

This report provides an analysis of Academic Standards using the average Indiana Performance Index (IPI) by subject for this group. The information may be used to analyze curriculum strengths and needs.



No. of Students: 372

Test Date: 09/17/02

STRCODES: 4690

County: COUNTY ONE

State: INDIANA STATE DEPT OF ED



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Page 1

Corporation Summary										School Summary					
Indiana Performance Index (IPI)															
The IPI is the expected number of items correct had 100 similar items been taken for the given Academic Standard. The Difference score is the Mean IPI minus the IPI at Standard.															
MC: Multiple-choice items OE: Open-ended items *: Expected IPI for a student at the standard															
	Points Possible	Mean Number Correct	D		E		F		B		SCHOOL ONE		SCHOOL TWO		
			Mean IPI	Difference	Number Mastery	Percent Mastery	Mean IPI	Diff.	Mean IPI	Diff.	Mean IPI	Diff.			
English/Language arts															
1. Reading Vocabulary(MC)	10	8.0	76	80.3	4.3	262	72	82.0	6.0	78.5	2.5				
2. Reading Comp.(MC)	10	7.5	69	75.2	6.2	260	72	76.7	7.7	73.6	4.6				
3. Lit. Response & Analysis(MC)	10	9.1	91	91.2	0.2	254	70	92.5	1.5	89.9	-1.1				
4. Writing Process(MC)	4	2.1	50	52.5	2.5	273	75	51.7	1.7	53.3	3.3				
5. Writing Applications(MC,OE)	8	7.5	92	94.0	2.0	261	72	97.5	5.5	90.4	-1.6				
6. Lang. Conventions(MC,OE)	8	7.4	91	92.3	1.3	263	73	93.0	2.0	91.6	0.6				
Number of Students:		362													
Mathematics															
1. Number Sense(MC,OE)	14	8.5	52	60.8	8.8	261	72	60.9	8.9	60.7	8.7				
2. Computation(MC)	12	7.4	57	61.6	4.6	257	71	66.1	9.1	57.0	0.0				
3. Algebra & Functions(MC)	9	6.1	60	67.9	7.9	260	71	65.8	5.8	70.2	10.2				
4. Geometry(MC,OE)	9	4.5	46	49.5	3.5	253	70	47.7	1.7	51.4	5.4				
5. Measurement(MC)	9	7.0	72	77.7	5.7	259	71	80.1	8.1	75.1	3.1				
6. Problem Solving(OE)	13	9.0	64	69.1	5.1	257	71	73.1	9.1	65.0	1.0				
Number of Students:		364													

Highlights of the Group Academic Standards Summary

- A** Identifies the corporation and grade.
- B** Lists schools alphabetically by name from left to right.
- C** Lists Academic Standards for the grade.
- D** Presents the number of score points that assess each Academic Standard and the mean number of score points obtained by the students in your corporation by grade.
- E** Lists the mean Indiana Performance Index (IPI) obtained by your students, the IPI at the standard, and the difference between the mean and standard IPI for each Academic Standard.
- F** Lists the number of students and the percentage of students who obtained mastery of each Academic Standard (achieved an IPI at or above the standard).
- G** Defines the report symbols and acronyms used in this report.
- H** Indicates the test date and identifies the corporation-school number, county, and state.

Reports for the Corporation Administrator

Disaggregation Summary Report

The Disaggregation Summary Report has been redesigned and is now on two pages, one for English/language arts and one for mathematics. This report presents, by subject, the total number of students with scores identified as passing with high achievement (Pass+), passing (Pass), Did Not Pass, and Undetermined. This information is provided for all students, as well as for all subgroups, e.g., special education students with accommodations and without accommodations. The Disaggregation Summary Report can be used to obtain information regarding all groups of students.

ISTEP+
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Disaggregation Summary Report

Corporation: CORP ONE

Grade: 6

Simulated Data

Purpose
This report describes group achievement for selected reporting populations.




Test Date: 09/17/02

STRCODES: 4690

County: COUNTY ONE

State: INDIANA STATE DEPT OF ED



Page 2

Mathematics	Total Number of Students	Pass+ N	%	Pass N	%	Total Passing N	%	Did Not Pass N	%	Undetermined N	%	Median Scale Score	Low/High Scale Score Obtained
All Students	179	13	7	102	57	115	64	63	35	1	1	495.6	300/718
General Education													
With accommodations (e.g. 504 students)	2	***	***	***	***	***	***	***	***	***	***	***	***
Without accommodations	158	10	6	99	63	109	69	48	30	1	1	500.2	385/718
TOTAL	160	10	6	100	63	110	69	49	31	1	1	500.2	385/718
Special Education													
With accommodations	15	3	20	1	7	4	27	11	73	0	0	453.0	300/615
Without accommodations	4	***	***	***	***	***	***	***	***	***	***	***	***
TOTAL	19	3	16	2	11	5	26	14	74	0	0	451.6	300/615
Limited English Proficiency													
With accommodations	0	***	***	***	***	***	***	***	***	***	***	***	***
Without accommodations	0	***	***	***	***	***	***	***	***	***	***	***	***
TOTAL	0	***	***	***	***	***	***	***	***	***	***	***	***
Non-Limited English Proficiency													
With accommodations	17	0	0	5	29	5	29	12	71	0	0	453.0	300/541
Without accommodations	162	13	8	97	60	110	68	51	31	1	1	499.4	385/718
TOTAL	179	13	7	102	57	115	64	63	35	1	1	495.0	300/718
Gender													
Male	100	6	6	58	58	64	64	35	35	1	1	499.5	300/718
Female	79	7	9	44	56	51	65	28	35	0	0	494.0	389/618
No valid information	0	***	***	***	***	***	***	***	***	***	***	***	***
SES													
Paid lunch													
Free or reduced lunch													
No valid information													
Ethnicity													
American Indian or Alaska Native													
Black (not of Hispanic origin)													
Asian or Pacific Islander													
Hispanic													
White (not of Hispanic origin)													
Multiracial													
No valid information													
The Indiana Academic Standard for mathematics													
The Lowest/Highest Scale Score Possible for													
*** Value not computed for fewer than 10													

ISTEP+
INDIANA STATEWIDE TESTING
FOR EDUCATIONAL PROGRESS


Disaggregation Summary Report

Corporation: CORP ONE

Grade: 6

Simulated Data

Purpose
This report describes group achievement for selected reporting populations.




Test Date: 09/17/02

STRCODES: 4690

County: COUNTY ONE

State: INDIANA STATE DEPT OF ED



Page 1

English/language arts	Total Number of Students	Pass+ N	%	Pass N	%	Total Passing N	%	Did Not Pass N	%	Undetermined N	%	Median Scale Score	Low/High Scale Score Obtained
All Students	179	12	7	97	54	109	61	68	38	2	1	494.6	301/662
General Education													
With accommodations (e.g. 504 students)	2	***	***	***	***	***	***	***	***	***	***	***	***
Without accommodations	158	12	8	92	58	104	66	53	34	1	1	499.0	301/662
TOTAL	160	12	8	93	58	105	66	54	34	1	1	499.0	301/662
Special Education													
With accommodations	15	0	0	3	20	3	20	11	73	1	7	421.0	339/541
Without accommodations	4	***	***	***	***	***	***	***	***	***	***	***	***
TOTAL	19	0	0	4	21	4	21	14	74	1	5	420.2	339/541
Limited English Proficiency													
With accommodations	0	***	***	***	***	***	***	***	***	***	***	***	***
Without accommodations	0	***	***	***	***	***	***	***	***	***	***	***	***
TOTAL	0	***	***	***	***	***	***	***	***	***	***	***	***
Non-Limited English Proficiency													
With accommodations	17	0	0	3	18	3	18	13	76	1	6	421.0	339/541
Without accommodations	162	12	7	94	58	106	65	55	34	1	1	497.7	301/662
TOTAL	179	12	7	97	54	109	61	68	38	2	1	490.4	301/662
Gender													
Male	100	5	5	49	49	54	54	44	44	2	2	492.5	301/662
Female	79	7	9	48	61	55	70	24	30	0	0	495.3	339/661
No valid information	0	***	***	***	***	***	***	***	***	***	***	***	***
SES													
Paid lunch	158	9	6	94	59	103	65	54	34	1	1	497.7	301/662
Free or reduced lunch	21	3	14	3	14	6	29	14	67	1	5	452.7	339/579
No valid information	0	***	***	***	***	***	***	***	***	***	***	***	***
Ethnicity													
American Indian or Alaska Native	0	***	***	***	***	***	***	***	***	***	***	***	***
Black (not of Hispanic origin)	1	***	***	***	***	***	***	***	***	***	***	***	***
Asian or Pacific Islander	0	***	***	***	***	***	***	***	***	***	***	***	***
Hispanic	1	***	***	***	***	***	***	***	***	***	***	***	***
White (not of Hispanic origin)	177	11	6	97	55	108	61	67	38	2	1	494.6	301/662
Multiracial	0	***	***	***	***	***	***	***	***	***	***	***	***
No valid information	0	***	***	***	***	***	***	***	***	***	***	***	***
The Indiana Academic Standard for English/language arts is 480.													
The Lowest/Highest Scale Score Possible for English/language arts is 300/825.													
*** Value not computed for fewer than 10 students													

Highlights of the Disaggregation Summary Report

- A** Identifies the corporation and grade.
- B** Indicates the test date and identifies the corporation-school number, county, and state.
- C** Identifies the subgroups in the English/language arts content area.
- D** Lists the total number of students.
- E** Indicates the number and percentage of students who obtained Pass+, Pass, or Did Not Pass scores or who were Undetermined. The Total Passing column indicates the total number of students in the Pass+ and Pass columns.
- F** Indicates the median scale scores. (Not computed for groups with fewer than ten students.)
- G** Indicates the lowest and highest scale scores obtained.
- H** Identifies the subgroups in the mathematics content area.

Reports for the Corporation Administrator

Applied Skills Frequency Distribution

The Applied Skills Frequency Distribution report presents, at the corporation level, the number and percentage of students who obtained each score point for the individual Applied Skills items. This information can be used to determine if the students in your corporation show strengths or needs on specific Applied Skills items and, therefore, in the Academic Standards that are assessed by these items.

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**Applied Skills
Frequency Distribution**

Corporation: CORP ONE

Grade: 8

Simulated Data

Purpose
This report provides a frequency of condition codes obtained by Applied Skills items.



Test Date: 09/17/02

STC CODES: 4690
County: COUNTY ONE
State: INDIANA STATE DEPT OF ED

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Page 2

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E/la	Total Number of Students	Condition Code A Blank Response N %	Condition Code B Illegible N %	Condition Code C Non - English N %	Condition Code D Insufficient N %	Condition Code E Off Topic N %	Invalid / Omitted Session N %
SESSION 1							
1a - Writing Applications	182	0 0	0 0	0 0	0 0	0 0	2 1
1b - Lang. Conventions	182	0 0	0 0	0 0	0 0	0 0	2 1
SESSION 2							
2 - Lit Response & Analysis	182	0 0	0 0	0 0	0 0	0 0	1 1
6 - Lit Response & Analysis	182	1 1	0 0	0 0	0 0	0 0	1 1
9 - Reading Vocabulary	182	1 1	0 0	0 0	0 0	0 0	1 1
11 - Reading Comp.	182	0 0	0 0	0 0	0 0	0 0	1 1
13a - Reading Comp.	182	2 1	0 0	0 0	0 0	0 0	1 1
13b - Writing Applications	182	3 2	0 0	0 0	1 1	0 0	1 1
13c - Lang. Conventions	182	3 2	0 0	0 0	1 1	0 0	1 1
Math							
Item # - Standard	Total Number of Students	Condition Code A Blank Response N %	Condition Code B Illegible N %	Condition Code C Non - English N %	Condition Code D Insufficient N %	Invalid / Omitted Session N %	
SESSION 3							
1 - Algebra & Functions	182	0 0	0 0	0 0	0 0	0 0	0 0
2 - Problem Solving	182	3 2	0 0	0 0	0 0	0 0	0 0
3 - Algebra & Functions	182	0 0	0 0	0 0	0 0	0 0	0 0
4 - Data Analysis & Prob.	182	0 0	0 0	0 0	0 0	0 0	0 0
5 - Data Analysis & Prob.	182	0 0	0 0	0 0	0 0	0 0	0 0
6 - Algebra & Functions	182	3 2	1 1	0 0	0 0	0 0	0 0
7 - Geometry	182	1 1	0 0	0 0	0 0	0 0	0 0
SESSION 4							
1 - Problem Solving	182	0 0	0 0	0 0	0 0	0 0	0 0
2 - Problem Solving	182	1 1	0 0	0 0	0 0	0 0	0 0
3 - Problem Solving	182	0 0	0 0	0 0	0 0	0 0	0 0
4 - Geometry	182						
5 - Measurement	182						
6 - Number Sense	182						
7 - Measurement	182						

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**Applied Skills
Frequency Distribution**

Corporation: CORP ONE

Grade: 8

Simulated Data

Purpose
This report provides a frequency of points obtained by Applied Skills items.



Test Date: 09/17/02

STC CODES: 4690
County: COUNTY ONE
State: INDIANA STATE DEPT OF ED

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Page 1

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E/la	Points Poss	Total Number of Students	0 Points Obtained N %	1 Point Obtained N %	2 Points Obtained N %	3 Points Obtained N %	4 Points Obtained N %	5 Points Obtained N %	6 Points Obtained N %
SESSION 1									
1a - Writing Applications	6	182		0 0	4 2	58 32	102 56	14 8	2 1
1b - Lang. Conventions	4	182		2 1	3 2	45 25	130 71		
SESSION 2									
2 - Lit Response & Analysis	2	182	19 10	9 5	151 83				
6 - Lit Response & Analysis	2	182	7 4	36 20	137 75				
9 - Reading Vocabulary	2	182	9 5	29 16	142 78				
11 - Reading Comp.	2	182	37 20	22 12	122 67				
13a - Reading Comp.	2	182	17 9	69 38	93 51				
13b - Writing Applications	4	182	3 2	58 32	97 53	19 10			
13c - Lang. Conventions	4	182		1 1	19 10	63 35	94 52		
Math									
Item # - Standard	Points Poss	Total Number of Students	0 Points Obtained N %	1 Point Obtained N %	2 Points Obtained N %	3 Points Obtained N %	4 Points Obtained N %	5 Points Obtained N %	6 Points Obtained N %
SESSION 3									
1 - Algebra & Functions	2	182	31 17	37 20	114 63				
2 - Problem Solving	2	182	38 21	22 12	119 65				
3 - Algebra & Functions	2	182	46 25	88 48	48 26				
4 - Data Analysis & Prob.	2	182	69 38	74 41	39 21				
5 - Data Analysis & Prob.	2	182	27 15	12 7	143 79				
6 - Algebra & Functions	2	182	99 54	18 10	61 34				
7 - Geometry	2	182	79 43	14 8	88 48				
SESSION 4									
1 - Problem Solving	3	182	31 17	9 5	14 8	128 70			
2 - Problem Solving	3	182	57 31	74 41	6 3	44 24			
3 - Problem Solving	3	182	65 36	23 13	21 12	73 40			
4 - Geometry	2	182	71 39	15 8	94 52				
5 - Measurement	2	182	90 49	18 10	72 40				
6 - Number Sense	2	182	3 2	106 58	73 40				
7 - Measurement	2	182	58 32	12 7	110 60				

Highlights of the Applied Skills Frequency Distribution

- A** Identifies the corporation and grade.
- B** Indicates the test date and identifies the corporation-school number, county, and state.
- C** Identifies the item number and the standard(s) being scored. Descriptions of each item and scoring rubrics and standard are found in the *ISTEP+ Teacher's Scoring Guides*.
- D** Lists the total number of students tested in the corporation.
- E** Lists the number and percentage of students obtaining each score point.
- F** Lists by condition code the number and percentage of students who did not receive a score.

Condition Codes

A = Blank/no response

B = Illegible/unable to score

C = Written predominantly in language other than English/unable to score

D = Insufficient response/unable to score/copied from text

E = Response not related to test question or scoring rule

NOTE: All condition codes convert to 0 points obtained.

Undetermined Status Roster

This report provides a list by school of all students in the corporation who have an Undetermined status. Students who fail to complete one or more subtests in English/language arts or mathematics are listed as Undetermined. The report indicates whether the subtest was not taken or invalidated, thus explaining the reason for the Undetermined status.

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Undetermined Status Roster

School: SCHOOL ONE **A**

Grade: 3

Simulated Data

Purpose
This report provides a list of students with an undetermined status and a reason for that status. This list should be used to aid in the explanation of the undetermined status codes.



Test Date: 09/17/02

STRCODES: 4960-3333
Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA STATE DEPT OF ED

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B Students	C Undetermined in Category	D English/language arts				Mathematics		
		E/la T1 - MC	E/la T2 - MC	Writing T3 - OE	Math T4 - MC	Math T5 - MC	Math T6 - OE	
BRADFORD, NELL S Birthdate: 2/11/94 Special Codes Student ID Other (K-T) 5..1.1..82	E/la Undetermined Math Undetermined	Test not taken	Test not taken	Valid Attempt	Test not taken	Test not taken	Valid Attempt	
JACKSON, BETH I Birthdate: 3/ 7/93 Special Codes Student ID Other (K-T)0182	E/la Undetermined Math Undetermined	Valid Attempt	Valid Attempt	Test not taken	Valid Attempt	Valid Attempt	Test not taken	
JACKSON, NOAH E Birthdate: 3/ 7/93 Special Codes Student ID Other (K-T)0683	E/la Undetermined Math Undetermined	Valid Attempt	Valid Attempt	Test not taken	Valid Attempt	Valid Attempt	Test not taken	
ROSE, MARIO A Birthdate: 12/20/92 Special Codes Student ID Other (K-T) 5000.00-1	E/la Undetermined Math Did Not Pass	Valid Attempt	Valid Attempt	Test Inv.	Valid Attempt	Valid Attempt	Valid Attempt	
THOMPSON, MICHAEL G Birthdate: 7/10/93 Special Codes Student ID Other (K-T) 1..1.582	E/la Undetermined Math Undetermined	Test Inv.	Test Inv.	Test not taken	Test not taken	Test not taken	Test not taken	
WOODS, EVA T Birthdate: 1/11/93 Special Codes Student ID Other (K-T) 5101.11110	E/la Undetermined Math Undetermined	Test not taken	Test not taken	Valid Attempt	Test not taken	Test not taken	Test not taken	

MC: Multiple-choice items OE: Open-ended items Inv.: Test Invalidated by School

Page 1

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**Highlights of the
Undetermined
Status Roster**

- A** Identifies the school and grade.
- B** Lists students alphabetically who have an Undetermined status in either English/language arts and/or mathematics.
- C** Indicates whether the Undetermined status is in English/language arts or mathematics.
- D** Indicates which subtest was invalidated or not completed.
- E** Indicates the test date and identifies the corporation-school number, corporation, county, and state.

Reports for the Corporation Administrator

Academic Standards Frequency Distribution

The Academic Standards Frequency Distribution report provides the corporation administrator with the distribution of scale scores achieved by all the students tested in the corporation. The data are presented for analysis and can be used, along with other sources, to evaluate and plan educational priorities.

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Academic Standards Frequency Distribution


Corporation: CORP ONE

Grade: 3

Simulated Data

Purpose
This report provides the distribution of scores by content area. The data are presented for analyses and can be used along with other sources to evaluate and plan educational priorities.

Part 2 provides summary information.



Test Date: 09/17/02

STRCODES: 4690

County: COUNTY ONE
State: INDIANA STATE DEPT OF ED

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Part 2 Page 1

Summary (Scale Scores)	English/language arts	Mathematics
Number of Students	362	364
High Score	691	720
Low Score	301	300
Local Percentiles		
90	G 588.1	575.0
75	539.2	538.3
50 (Median)	503.6	502.7
25	467.6	474.8
10	428.1	442.2
Mean	505.6	507.2
Standard Deviation	63.5	56.9
Academic Standards		
Pass+		
Pass		
Did Not Pass		

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Academic Standards Frequency Distribution


Corporation: CORP ONE **A**

Grade: 3

Simulated Data

Purpose
This report provides the distribution of scores by content area. The data are presented for analyses and can be used along with other sources to evaluate and plan educational priorities.

Part 2 provides summary information.



Test Date: 09/17/02

STRCODES: 4690 **B**

County: COUNTY ONE
State: INDIANA STATE DEPT OF ED

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Part 1 Page 1

C English/language arts					D English/language arts					F Mathematics					E Mathematics				
Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent	Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent	Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent	Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
720					4	1.10		364	100.00	720					720				
719					1	0.27		360	98.90	719					719				
691	6	1.66	362	100.00						691					691				
677					1	0.27		359	98.63	677					677				
662	1	0.28	356	98.34						662					662				
661	1	0.28	355	98.07						661					661				
641	1	0.28	354	97.79		1	0.27	358	98.35	641					641				
630					2	0.55		357	98.08	630					630				
629					1	0.27		355	97.53	629					629				
628	11	3.04	353	97.51						628					628				
627	1	0.28	342	94.48						627					627				
622	1	0.28	341	94.20						622					622				
621	1	0.28	340	93.92						621					621				
618					2	0.55		354	97.25	618					618				
617	2	0.55	339	93.65						617					617				
615					1	0.27		352	96.70	615					615				
605					1	0.27		351	96.43	605					605				
604	1	0.28	337	93.09		2	0.55	350	96.15	604					604				
602	2	0.55	336	92.82		1	0.27	348	95.60	602					602				
601	2	0.55	334	92.27		2	0.55	347	95.33	601					601				
598	1	0.28	332	91.71						598					598				
596					1	0.27		345	94.73	596					596				
593	1	0.28	331	91.44		1	0.27	344	94.51	593					593				
591	1	0.28	330	91.16		1	0.27	343	94.23	591					591				
590	2	0.55	329	90.88		1	0.27	342	93.96	590					590				
589					1	0.27		341	93.68	589					589				
586					1	0.27		340	93.41	586					586				
585					1	0.27		339	93.13	585					585				
584	1	0.28	327	90.33						584					584				
583					1	0.27		338	92.86	583					583				
582					3	0.82		337	92.58	582					582				
580	2	0.55	326	90.06		1	0.27	334	91.76	580					580				
579	3	0.83	324	89.50		1	0.27	333	91.48	579					579				
577	2	0.55	321	88.67		2	0.55	332	91.21	577					577				
576	2	0.55	319	88.12		1	0.27	330	90.66	576					576				
575					1	0.27		329	90.38	575					575				
574	1	0.28	317	87.57						574					574				
573					1	0.27		328	90.11	573					573				
572					2	0.55		327	89.84	572					572				
571					4	1.10		325	89.29	571					571				
570	2	0.55	316	87.29						570					570				
569					1	0.27		323	88.19	569					569				
568	1	0.28	314	86.74		2	0.55	320	87.91	568					568				
566	2	0.55	313	86.46		2	0.55	318	87.36	566					566				
565					2	0.55		316	86.81	565					565				
564					1	0.27		314	86.26	564					564				
563	1	0.28	311	85.91		1	0.27	313	85.99	563					563				
562	3	0.83	310	85.64		1	0.27	312	85.71	562					562				
561	1	0.28	307	84.81						561					561				
560	1	0.28	306	84.53						560					560				
559					1	0.27		311	85.44	559					559				

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Highlights of
the Academic
Standards
Frequency
Distribution

- A** Identifies the corporation and grade.
- B** Indicates test date and identifies the corporation-school number, county, and state.
- C** Lists the scale scores achieved on the English/language arts test.
- D** Shows the number and percentage of students who obtained each scale score on the English/language arts test.
- E** Lists the scale scores achieved on the mathematics test.
- F** Shows the number and percentage of students who achieved each scale score on the mathematics test.
- G** Indicates the scale scores achieved by students at five local percentiles (90, 75, 50, 25, and 10).

Evaluation
Summary Report
with TCS/2

The corporation Evaluation Summary Report with TCS/2 (EVSUM) presents corporation level information derived from the optional norm-referenced test sections. In each subject area, it reports a variety of scores to enhance your analysis of group results.

An EVSUM is divided into two pages. Page one lists mean scores and standard deviations, local percentiles/quartile points, and distributions per quarter. Page two provides obtained scores, anticipated scores, and the difference between the two.

Mean Scores and Standard Deviations

The top portion of page one of the EVSUM provides mean scores and standard deviations for optional norm-referenced subtests and subtest totals. Mean normal curve equivalent scores are particularly useful in comparing your averages with those at the state level. The national percentile of the mean normal curve equivalent is the most frequently used average score to compare a school's score with those of the national norm group.

Local Percentiles and Quartile Points

The middle section of page one provides norm-referenced scores in terms of national percentiles, grade equivalents, and normal curve equivalents for students at five points in the local distribution. The three quartile points—75th percentile (Q3), 50th percentile (Q2, median), and 25th percentile (Q1)—are shown, as is customary. In addition, the data at the 90th and 10th percentiles are also presented to allow a closer look at the highest- and lowest-performing students.

Reports for the Corporation Administrator

Distribution per Quarter

The bottom section of page one shows the number and the percentage of students in each quarter of the national percentile distribution. If the scores of your students produced a perfectly normal distribution identical to the norm group upon which the test was standardized, 25% of your students would fall in each quarter.

Note that for Corporation One, total scores indicate that 6.2% of the students are in the lowest quarter, while 44.4% are in the highest quarter. In fact, 79% of the students in Corporation One scored above the average of the norm group (44.4% plus 34.6%).

Obtained and Anticipated Scores

The anticipated scores were established from data collected in a national study involving students of similar age, grade, and academic aptitude. Reviewing these data enables you to determine whether your students are performing at their potential, as well as how they compare with similar students.

ISTEP+
INDIANA STATEWIDE TESTING
FOR EDUCATIONAL PROGRESS


**Evaluation Summary
Report with TCS/2**

Corporation: CORP ONE

Grade: 6

Simulated Data


Purpose
This page gives administrators numeric information for comparison of local obtained achievement with expected (anticipated) achievement for students of similar age, grade, and academic aptitude.



No. of students: 162

Test Date: 09/17/02 Scoring: PATTERN (IRT)
QM: 03 Norms Date: 1996

STRCODES: 4690
County: COUNTY ONE
State: INDIANA STATE DEPT OF ED

 Page 2

	Read	Vocab	Read Comp	Lang	Lang Comp	Lang Mech	Math	Math Comp	Math Mech	Totl Score
Number of Students	160	160	160	160	160	160	160	160	160	160
Obtained/Anticipated Scores										
Median National Percentile Obtained	70.8	72.0	73.4	63.2	71.8	68.4	73.1	74.0	75.8	70.7
Anticipated	54.3	54.2	53.6	54.4	52.1	53.3	54.2	48.5	51.0	52.7
NP of Mean NCE										
Obtained	70	70	71	65	70	68	74	73	75	72
Anticipated	55	53	53	54	53	54	55	50	53	54
Difference	15	17	18	11	17	14	19	23	22	18
Mean Normal Curve Equivalent										
Obtained	61.0	61.1	61.7	58.0	60.8	59.9	63.8	62.7	64.5	62.1
Standard Deviation Obtained	16.5	17.0	17.0	16.9	18.3	18.0	18.1	19.6	19.0	15.7
Anticipated	52.4	51.7	51.6	52.3	51.6	52.2	52.4	50.0	51.5	52.1
Difference	8.6	9.4	10.1	5.7	9.2	7.7	11.4	12.7	13.0	10.0
Grade Mean Equivalent										
Obtained	8.4	7.6	8.0	7.8	8.0	7.8	7.8	7.2	7.4	8.0
Standard Deviation Obtained										
Anticipated										
Difference										

Cognitive Skills Index (CSI) (M)
No. of students with valid CSI Intervals

14	115 & Above	Mean Obtained	Mean Anticipated	Difference
12	85-114	Mean Obtained	Mean Anticipated	Difference
60	85 & Below	Mean Obtained	Mean Anticipated	Difference

** Total score consists of Reading Composite (Cmpst), L

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ISTEP+
INDIANA STATEWIDE TESTING
FOR EDUCATIONAL PROGRESS


**Evaluation Summary
Report with TCS/2**

Corporation: CORP ONE

Grade: 6

Simulated Data


Purpose
This report provides a comprehensive description of your students' norm-referenced achievement.



No. of students: 162

Test Date: 09/17/02 Scoring: PATTERN (IRT)
QM: 03 Norms Date: 1996

STRCODES: 4690
County: COUNTY ONE
State: INDIANA STATE DEPT OF ED

 Page 1

	Read	Vocab	Read Comp	Lang	Lang Comp	Lang Mech	Math	Math Comp	Math Mech	Totl Score
Number of Students	162	162	162	162	162	162	162	162	162	162
Mean Scores & Standard Deviations										
Grade Mean Equivalent	8.4	7.6	7.9	7.8	8.0	7.8	7.6	7.2	7.4	7.9
Standard Deviation	2.9	2.6	2.5	3.0	3.2	2.9	2.4	2.0	2.0	2.3
Mean Normal Curve Equiv.	60.8	60.9	61.5	57.8	60.5	59.7	63.3	62.2	63.9	61.7
Standard Deviation	16.5	17.0	17.1	16.8	18.2	18.0	18.7	20.1	19.9	16.0
NP of the Mean NCE	70	70	71	64	69	68	74	72	75	71
Local Percentiles/Quartiles										
90th Local Percentile										
National Percentile	92.7	93.2	93.4	92.2	93.7	93.4	96.2	94.9	96.3	93.1
Grade Equivalent	11.8	11.0	10.9	12.7	12.8	12.3	10.7	9.2	9.8	10.5
Normal Curve Equiv.	80.6	80.9	81.8	80.0	81.7	81.4	87.1	83.9	86.9	81.1
75th Local Percentile (Q3)										
National Percentile	85.2	84.8	86.1	81.2	86.3	83.3	90.2	90.1	90.8	85.9
Grade Equivalent	10.4	9.7	9.8	10.1	10.7	9.9	9.6	8.1	8.5	9.6
Normal Curve Equiv.	72.2	71.8	72.8	68.4	73.2	70.6	77.2	77.1	77.8	72.9
50th Percentile (Median) (Q2)										
National Percentile	70.5	71.3	73.1	62.8	71.5	68.0	72.6	73.5	75.5	70.5
Grade Equivalent	8.5	7.6	8.1	7.7	8.2	7.8	7.6	7.1	7.4	7.9
Normal Curve Equiv.	61.4	62.2	62.6	57.2	61.6	59.7	62.9	63.3	64.7	60.9
25th Local Percentile (Q1)										
National Percentile	49.7	50.8	51.0	47.3	46.7	49.4	51.5	46.3	53.0	55.0
Grade Equivalent	5.9	6.0	6.1	5.3	5.6	5.9	6.1	5.9	6.2	6.5
Normal Curve Equiv.	50.0	50.7	50.7	46.6	46.0	50.0	51.1	47.9	51.5	52.0
10th Local Percentile										
National Percentile	32.6	25.9	31.8	31.9	26.8	24.7	32.7	28.8	29.6	34.1
Grade Equivalent	4.3	4.0	4.4	4.1	4.0	3.8	5.0	5.1	5.1	4.7
Normal Curve Equiv.	40.4	36.5	39.9	40.5	37.1	35.7	40.7	36.8	38.7	41.1
National Quartiles										
Local/Number	76-99	71	69	72	52	69	62	77	76	81
Per Quarter	51-75	49	54	51	62	48	57	47	39	42
	26-50	34	23	30	39	31	26	29	33	26
	01-25	8	16	9	9	14	17	9	14	13
Local/Percent	76-99	43.8	42.6	44.4	32.1	42.6	38.3	47.5	46.6	50.0
Per Quarter	51-75	30.2	33.3	31.5	38.3	29.6	35.2	29.0	24.1	25.9
	26-50	21.0	14.2	18.5	24.1	19.1	16.0	17.9	20.4	14.8
	01-25	4.9	9.9	5.6	5.6	8.6	8.0	5.6	8.6	6.2

** Total score consists of Reading Composite (Cmpst), Language Composite, Math Composite

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Highlights of the Evaluation Summary Report with TCS/2

- A** Identifies the corporation and grade.
- B** Shows the number of students with valid scores for each test section. Corporation averages are based on these numbers.
- C** Shows the grade mean equivalent and its standard deviation, as well as the mean, standard deviation, and national percentile of the mean normal curve equivalent.
- D** Reports the scores that locate the three quartile points—75th percentile, 50th percentile (median), and 25th percentile—as well as the 90th and 10th percentiles.
- E** Shows the number and percentage of your students in each quarter of the national percentile (NP) distribution.
- F** Indicates the test date and the Quarter Month (QM) upon which norm-referenced scores are based. Also identifies the corporation-school number, county, and state.
- G** Shows the obtained and anticipated median (middle) national percentile.
- H** Shows the obtained and anticipated national percentile corresponding to the mean normal curve equivalent and the difference between the two.
- I** For both the mean normal curve equivalent and grade mean equivalent, this report shows the obtained score, the standard deviation obtained, the anticipated score, and the difference between the obtained score and the anticipated score.
- J** In addition to the mean cognitive skills index (CSI), this section shows the mean obtained and anticipated normal curve equivalents, as well as the difference between the two, grouped by CSI intervals.



Reference

Glossary

Anticipated Achievement Normal Curve Equivalent

A student's anticipated achievement score estimates the average score for students of similar academic aptitude. This lets you compare an individual student's level of achievement with that expected of similar students.

Anticipated achievement scores are a function of a student's performance on the academic aptitude and achievement portions of *ISTEP+*.

Cognitive Skills Index

The cognitive skills index (CSI) describes an individual's overall performance on the *ISTEP+* aptitude test. It compares the student's cognitive ability with that of students who are the same age, without regard to grade placement. The CSI is a normalized standard score with a mean of 100 and a standard deviation of 16.

Criterion-Referenced Test

A test that reports students' scores relative to the Indiana Academic Standards.

Cut Scores

Cut scores are scale scores that separate and define the performance levels.

The cut scores define three general levels of knowledge and skill as follows:

Pass+: The student who scores above the cut score in English/language arts or mathematics and is high achieving in these subjects.

Pass: The student who scores at the cut score in English/language arts or mathematics and demonstrates proficiency in these subjects.

Did Not Pass: The student who scores below the cut score and in all likelihood needs remedial assistance to be successful at the current grade level.

In addition, a category referred to as *Undetermined* is for learners whose *ISTEP+* scores for English/language arts or mathematics are incomplete. For these students, all or a part of the test was not taken or was considered invalid by the examiner.

Grade Equivalent

This score represents the grade and month in school of students in the norm group whose test performance is equivalent to the test performance of a given student. For example, if a third-grade student obtains a grade equivalent of 4.8 on a mathematics test, it does not mean that the student has mastered all the mathematics that is taught in the school district during the first eight months of Grade 4. It means only that the student's performance on this test is theoretically equivalent to the typical performance of students in the norm group who have completed eight months of Grade 4.

Indiana Academic Standards

To promote student academic achievement, the State Board of Education has adopted challenging standards. These standards are defined by a description of what a student should know and be able to do at the grade level completed by the student during the previous school year. The standards for English/language arts include Reading Vocabulary, Reading Comprehension, Literary Response and Analysis, Writing Process, Writing Applications, and Language Conventions. The standards for mathematics include Number Sense, Computation, Algebra and Functions, Geometry, Measurement, Data Analysis and Probability, and Problem Solving.

Indiana Performance Index

The Indiana Performance Index (IPI) is an indication of a student's performance on the individual Academic Standards that are measured by *ISTEP+*. It represents the expected number of items that the student would answer correctly if the student had taken 100 similar items for the specific Academic Standard.

Indiana Scale Score

Student achievement levels relative to the Indiana Academic Standards are reported by *ISTEP+* scale scores. These three-digit, equal-interval scores are expressed on unique scales by content area (English/language arts and mathematics). *ISTEP+* scale scores typically will range from about 300 to about 850.

Mean

The mean is the arithmetic average of a group of scores. It is calculated by adding the scores and dividing the sum by the number of scores.

Mean Raw Score

The arithmetic average of the number of items answered correctly by a group of students.

Median

The median is defined as the score below which 50% of the cases fall. The median and the 50th percentile are the same.

National Percentile (NP) Rank

The NP represents the percentage of students in the national norm group that scored below a given student's score. For example, a student whose NP score is 70 scored higher than 70% of the students in the norm group. The 50th NP represents the "national average" at the time the test was normed (i.e., half of the norm group scored below an NP of 50).

Norm Group

A sample of students with defined characteristics. The data obtained from testing this group constitutes the norm to which others can be compared. The *ISTEP+* norm group is composed of a sample of students representative of the nation in terms of region, community type, ethnicity, grade, and school size.

Norm-Referenced Score

A measure provided by a norm-referenced test that relates the test performance of an individual or group to the performance of the norm group.

Norm-Referenced Test

A test that reports students' scores relative to those obtained by a national sample (norm group) of students.

Normal Curve Equivalent (NCE) Score

The NCE was developed to allow mathematical manipulation of NP scores—especially for program evaluation and research requiring the comparison of scores across groups or across time. The NCE scores can be thought of as NP scores rescaled on an equal interval scale (which allows them to be used in mathematical calculations such as deriving a mean score). NCE scores are often converted to the NP scale for direct comparison to the norm group (see NP of MNCE).

Normal Distribution

A term synonymous with the standard normal distribution. The normal distribution (a bell-shaped curve) represents a theoretical frequency distribution of measurements. In a normal distribution, scores are concentrated near the mean and decrease in frequency as the distance from the mean increases.

Norms

The distribution of test scores for members of the norm group.

NP of MNCE

The national percentile of the mean normal curve equivalent is used to mark the arithmetic average of a group of NP scores. Since NP scores cannot technically be added, subtracted, multiplied, or divided, they are first converted to the equal interval NCE scale, an average is calculated, and the average (mean) NCE is then converted back to an NP for interpretation.

Number Correct Scoring

A scoring procedure that involves adding up students' scores on the test questions in a test.

Pattern Scoring

A procedure for assigning students' scale scores that involves considering the pattern of students' scores on the questions in a test as well as certain statistical characteristics of the questions.

Quartile

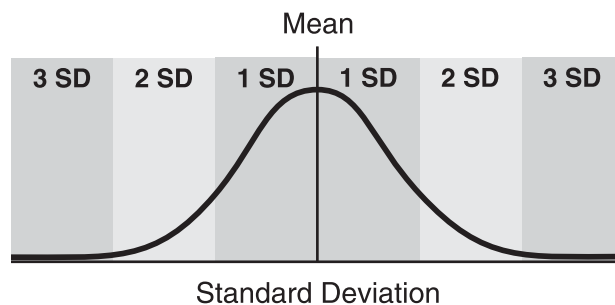
A point in the local distribution of scores. Quartiles are determined by dividing a distribution into quarters at three points: the 75th percentile, the 50th percentile (median), and the 25th percentile. These points are also known as Q3, Q2, and Q1. If the scores of students in the local group produce a normal distribution curve identical to the norm group upon which the test was standardized, 25% of the students would fall into each quarter.

Raw Score

A student's observed score on a test, i.e., the number correct. While raw scores do have some usefulness, they should not be used to make comparisons between performance on different tests, unless other information about the characteristics of the test is known.

Standard Deviation (SD)

A statistic that indicates the amount of variability in a group of scores. When scores are normally distributed (i.e., when they are part of a bell-shaped, "normal" curve), about two-thirds of the scores are within one SD above and below the average (mean) score, and about 95% of scores are within 2 SDs of the mean. In almost any shaped distribution, all scores will be within 5 SDs of the mean score.

**Standardized Test**

A test administered in accordance with explicit directions for uniform administration.

Test Section

A subtest covering part of a given content area. For example, the test for the mathematics content area might be divided into two test sections or subtests: 1) Mathematics Computation and 2) Mathematics Concepts and Applications.

Vertical Scale

A single, continuous scale that is directly related to the level of skill and difficulty of content. As a student progresses from one grade to the next, acquiring greater skill and knowledge, so does the student progress up the vertical scale by receiving higher scale scores.

Sample Letter to Parents

Dear Parent:

This past fall, students in Grades 3, 6, and 8 participated in the Indiana Statewide Testing for Educational Progress (*ISTEP+*). A copy of your child's Student Report is enclosed for your review.

The front of the Student Report shows how your child did compared to the Indiana Academic Standards. The standards are the required skills that schools must teach to their students. This report shows whether your child scored at the Pass+, Pass, or Did Not Pass performance level on the English and mathematics parts of the test. The report also shows how your child did on each of the English or mathematics standards.

A student who scores in the Pass+ or Pass performance levels exceeds or meets the cut scores in English or mathematics. A student who scores in the Did Not Pass performance level may require remedial assistance in order to be successful at the current grade.

The back of the Student Report shows how your child did on each of the Applied Skills items. These are the questions that require students to write a paragraph or write the answer to a question instead of simply choosing the answer. Your child's answers to these Applied Skills items will be available for your inspection at the school in February.

Your child's school is the best source of information if you have questions about your child's *ISTEP+* scores.

Sincerely,

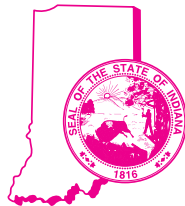
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Guide to Test Interpretation



Indiana Department of Education